



*This
belongs to*

TEACHER'S
EDITION

PRACTICE FOR

Looking Ahead

Revised Edition

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Reading for Meaning TEACHER'S EDITION PRACTICE FOR Looking Ahead

THIRD READER — LEVEL I

BY PAUL MCKEE, M. LUCILE HARRISON

ANNIE MCCOWEN, ELIZABETH LEHR

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THE TEACHER'S EDITION

On each page of the teacher's edition is found all the material the teacher will need in order to get the pupils started on their workbook lesson. There is a statement of purpose, a listing of the new words used on the workbook page, and directions for the workbook page. Whenever necessary, there is a brief preparation exercise to familiarize pupils with the procedure they will be using on the workbook page. In the "preparation" and "direction" sections, the authors have provided an exact wording for the teacher to follow. Under these two sections, any directions that the teacher gives pupils are printed in ordinary type, but suggestions from the authors to the teacher are printed in heavy black type. The lower half of every page in this book consists of a reproduction of the pupils' workbook page with the exercises keyed for correct answers.

THE WORKBOOK

The exercises in the workbook have three essential and fundamental purposes:

- (1) To develop independence in the identification of strange words
- (2) to provide practice in reading for a variety of purposes
- (3) to provide added opportunity for the pupil to make use of the basic vocabulary

Developing Independence in Identifying New Words

In the first and second grade books, there has been an intensive program of developing the pupil's ability to use word analysis, phonetic and structural, to identify strange words. This is continued and amplified in the third grade.

New and useful consonant blends are taught as they occur in words in the basic vocabulary. Long and short vowel sounds and the sounds of *oo* and *ow* are reviewed, and the sounds of the diphthongs *oi*, *ew*, *aw*, as well as the long and short sounds of *y* when used as a vowel are taught.

The pupil learns how to use his knowledge of letter

by new words, and is given ample opportunity for the application of this skill.

The program in structural analysis teaches the pupil to identify new words which are formed by adding one of several commonly-used prefixes and suffixes to words in the basic vocabulary, and to recognize compounds which are made by combining two familiar word forms.

In the first and second grades, the Reading for Meaning Series has taught the pupil to help himself decide what a new word is by using the context, the beginning sound of the word, and accompanying pictures. This teaching is carried further in the workbook. In addition, the pupil begins to learn to use context to determine the meaning of words which he can pronounce by using his knowledge of letter sounds but which are strange to him in meaning.

Because the third grade pupil meets many polysyllabic words and needs a knowledge of syllables in order to identify them, the workbook contains exercises which teach him to recognize syllables as pronounceable elements within words.

The aim of the word analysis program is to build in pupils the power to identify and understand strange words which they will meet in reading either the basic readers or supplementary material. The emphasis is always on using the meaning of words identified.

Reading for a Variety of Purposes

At the third grade level, the pupil continues to receive practice in reading for different purposes, such as getting the main idea of a short selection, reading for details, drawing conclusions, seeing relationships, making judgments, recognizing similarities and differences in meanings, choosing words which fit context, locating answers to questions, and understanding figurative language. Each lesson, with the exception of vocabulary tests, is self-directing, so that the pupil receives constant practice in reading and following printed directions.

Tests for Mastery of Vocabulary and Skills

Each word introduced in the basic vocabulary is used in context in one or more exercises in the workbook and is tested for recognition without the help of context clues in a vocabulary test.

The last four pages in the workbook supply the teacher with a Pupil Analysis Test. The pupil's performance on the last four pages will give the teacher a clear idea of his strengths and weaknesses in mastery of the basic vocabulary, recognition of vowel sounds and syllables, or in one of four important reading skills.

Organization

The authors have organized the workbook very carefully so as to build the basic vocabulary and independence in word identification thoroughly and systematically. The sequence of lessons has been carefully planned in order to introduce and practice skills in the most efficient way. For best results, therefore, it is recommended that every lesson be used and that the sequence of lessons be followed carefully.

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Purpose

To provide practice in reading material which uses no words not previously introduced in this series, and to determine whether pupils can follow simple printed directions.

New Words from the Reader

No new words

Preparation

Probably no preparation is needed for this type of exercise at this grade level.

Directions

Read everything that is printed in each box on this page. Do just as you are told to do in each box.

Choosing the Right Picture

Page 1

Dick said, "Tomorrow is Jack's birthday. I have something for him. I'll put it in the mailbox today, and he will get it on his birthday."

Put X on what Dick had for Jack.



Sally, Ann, and Jane went to the toy store. Sally got a balloon, Ann got a big ball, and Jane got a top that made music.

This picture shows the girls on their way home with the things they got at the store. Put S on Sally. Put A on Ann. Put J on Jane.

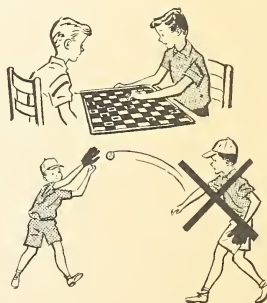


One Saturday morning Tommy said, "No school today!"

His mother said, "It's such a fine day that I think you should play outdoors."

"I think so, too," said Tommy. "I'll take my ball and get Bob to come out and play with me."

Put X on the picture that shows what Tommy and Bob would be most likely to play.



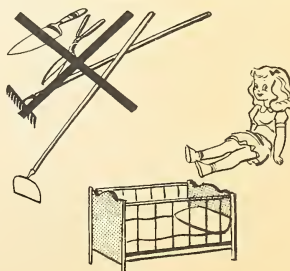
"Where are you going?" Penny asked Sally.

"You can tell where I'm going if you look at the things I'm carrying," said Sally.

"I think you are going to your garden to work," said Penny.

"You are right," said Sally.

Put X on the picture that shows what Sally must have been carrying.



Purpose

To test pupils' ability to recognize without the aid of context clues 118 words which should be familiar to them.

New Words from the Reader

desk

New Words Not from the Reader

If pupils have not used workbooks of this series in previous grades, you may wish to develop the word *draw*.

Follow the method used in the Teacher's Edition of *Looking Ahead*, using this sentence:

I will *draw* a picture of a kitten.

Preparation

Print *big, little, large, green* on the board. What is the first word in this line? . . . Which other word means about the same as *big*? . . . Draw a circle around *large*.

Print *chair, desk, table, milk* on the board. One of these words does not belong with the others. What is that word? . . . A chair, a table, and a desk are furniture, but milk is not. Make a cross through *milk*. I'll make an X on that word to show that it doesn't belong with the others.

Directions

Read everything that is said on this page and do just what you are told to do.

Page 2

Choosing the Right Words

Draw a line under each word that names a color.

blue blow brown black broom red

Draw a line under each word that names something to eat.

came cake apron bring bread apple egg

Draw a line under each word that names an animal.

cap dog come cow cat goat house horse

Draw a line under each word that names something to ride in.

boat both car boy can wagon washing airplane

Draw a line under each word that names something to wear.

drink cap dress had car hat shoes shows

Draw a line under each word that tells how you could feel.

after happy sleepy afraid happen tired time

Draw a line under each word that tells the size of something.

little listen pig big large laugh smell small

Draw a line under each word that is the name of a number.

fine six sit five four found seven seen

Draw a line under each word that names part of a house.

room road door floor flower window wish

In each line, make a ring around the word that means about the same as the first word in that line.

quick	still	<u>fast</u>	slow
above	behind	<u>open</u>	<u>over</u>
start	belong	<u>begin</u>	believe
glad	<u>happy</u>	tired	afraid
each	none	even	<u>every</u>
stairs	<u>steps</u>	stands	stays
good	bad	<u>fine</u>	afraid
quiet	loud	<u>still</u>	lucky

Make an X on the word that does not belong with the other three words in that line.

puppy	kitten	rabbit	~~desk~~
tractor	~~tree~~	truck	car
jump	hop	~~middle~~	run
see	hear	smell	~~matches~~
green	~~gate~~	yellow	white
three	one	~~hello~~	two
peanuts	cooky	sandwich	~~bat~~
penny	~~orange~~	nickel	dollar

Purpose

To review the sounds of single consonants, the speech consonants, *wh*, *ch*, *th*, and *sh*, and the consonant blends, *cl*, *cr*, and *sp*. This will also check whether your pupils have learned the correct letter-sound associations for these initial elements, and will show you which pupils need additional work on these associations.

New Words from the Reader

No new words

Preparation

Print the letter *b* on the board. You know the sound this letter has at the beginning of a word. It is the sound you hear at the beginning of *ball* and *big*. Which of these words begins with the sound that *b* stands for? *Chair*, *bed*, *shoes*? . . .

Directions

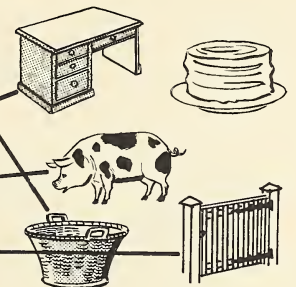
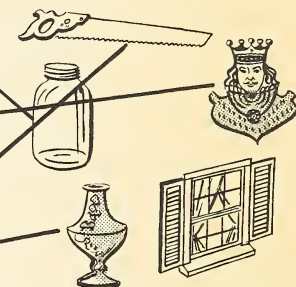
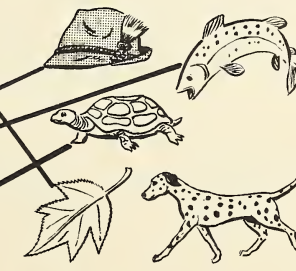
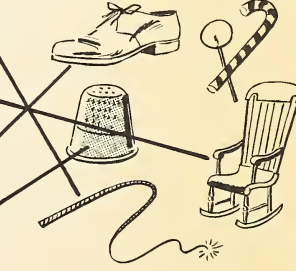
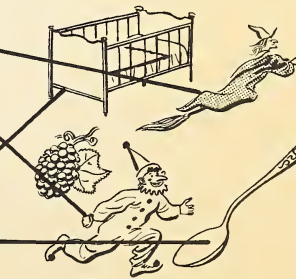
Read the lines of printing at the top of the page. Then do just what those lines tell you to do in the boxes below.

Letters and Sounds

Page 3

Look at the letters at the left side of each box. Think of the sound that each letter or pair of letters stands for at the beginning of a word.

In the box, find a picture with a name that begins with that sound. Draw a line from the letter or pair of letters to that picture.

b d p g 	j k s v 
h f t 	wh ch sh th 
c r m n 	w cl cr sp 



Purpose

To determine whether pupils have learned the correct letter-sound associations for the common consonant blends.

New Words from the Reader

No new words

Preparation

Print the letters *cl* on the board. You know the sound that these two letters stand for at the beginning of a word.

It is the sound you hear at the beginning of *clean* and *clever*. I'm going to say three words. Listen to hear which one begins with the sound that these letters stand for. Point to *cl*. *Chair, clown, blow*. Which word begins with the sound these letters stand for? . . .

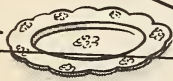
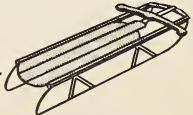
Directions

Read the sentences at the top of this page. Then do what you are told to do in the boxes on the page.

Finding the Right Picture

Look at each pair of letters in the boxes below. Think what sound that pair of letters stands for at the beginning of a word. In the

same box find the picture that has a name that begins with that sound. Draw a line from the pair of letters to the picture.

br	  
st	
cr	
ch	
tr	
sh	  
gr	  
fl	
fr	
pl	
sl	
cl	  
sm	  
bl	
dr	
th	
sn	
wh	  

Purpose

To give pupils practice in using context and initial phonetic elements to determine what a strange word is.

New Words from the Reader

grandfather

Preparation

Print the following sentence on the board:

We saw many small boats on the

The last word of this sentence is not there. Who will read the part of the sentence that I have printed? . . .

What could that last word be? . . . (*pond, river, lake, ocean, etc.*)

Now I am going to print the first letter of that last word. **Print *r* after the word *the*.** That letter tells you the sound the word begins with. Who can tell me what the word probably is? (*river*) **Print the rest of the word *river*.** Now who can read the whole sentence? . . .

Directions

Read everything on this page and do what you are told to do in each box. If you come to a word you do not know, do the three things you are told to do at the top of the page.

One Way to Read New Words

Page 5

In the boxes below you may find some words that are strange to you. You can help yourself to read these words if you will do these things:

1. Look at the word carefully and think what sound it begins with.
2. Think of a word that begins with that sound and that makes sense in what you are reading.
3. Use the pictures to help you think what the strange word may be.

Bill's grandfather said to him, "What do you want for your birthday?"

Bill said, "See if you can guess. I can ride it. Bob and Jack each have one. We could all ride together."

His grandfather said, "That's easy to guess. You want a bicycle."

Put X on what Bill wanted.



Tommy said, "Mother, where can I find a ball of string?"

His mother said, "I'm sure that you can find one if you look on the kitchen shelf."

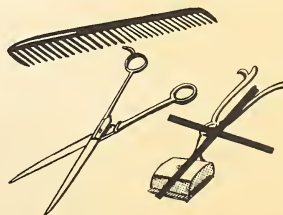
Put X on the place where Tommy's mother told him to look for string.



Eddie said, "I have to get my hair cut today, and I don't like that."

"I don't mind it while the man uses the scissors to cut my hair, but I don't like him to run the clippers up the back of my neck."

Put X on what Eddie didn't like to have used when he was getting a haircut.



Purpose

To give practice in reading words that have not been introduced in the reader vocabulary and contain the short *a* or short *e* sound.

New Words from the Reader

No new words

New Words Not from the Reader

If you think it advisable, present *vowel* as a new word. Follow the procedure used in the Teacher's Edition of *Looking Ahead*, using this sentence:

The letters *a*, *e*, *i*, *o*, and *u* are called *vowels*.

Preparation

Pupils who have a good foundation in phonics will need no preparation for this exercise. However, if you believe your pupils do need some preparation, use the exercise Substitution 2B on page 435 of the Teacher's Edition of *Looking Ahead* for the short sounds of *a* and *e*. Change *trick* to *track*, *him* to *ham*, *big* to *beg*, *not* to *net*.

Directions

Read the sentences at the top of the page. Think about what those sentences tell as you read the rest of the page and do what you are told to do in each box.

Page 6

Two Vowel Sounds

You know that the letters *a*, *e*, *i*, *o*, and *u* are called vowels.

Say **cap**, **bag**, **hat**. Hear the short *a* sound in the middle of each of those words.

Say **bed**, **leg**, **fell**. Hear the short

e sound in the middle of each of those words.

If *a* or *e* is the only vowel in a word and it comes in the middle of that word, *a* or *e* almost always stands for the short sound.

Take *u* out of **fun**, and put in *a* to make **fan**.

Take *u* out of **but**, and put in *a* to make **bat**.

Put *F* on the one who has a fan.

Put *B* on the one who has a bat.



Take *a* out of **pan**, and put in *e* to make **pen**.

Put *P* on the one who is using a pen.

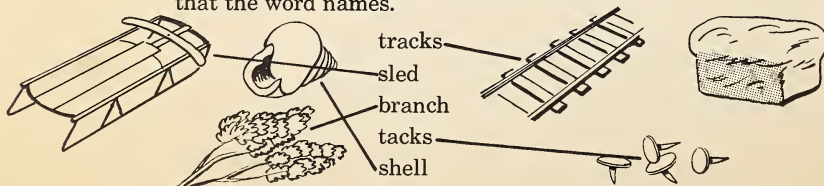
Take *u* out of **bunch**, and put in *e* to make **bench**.

Put *B* on the one who is using a bench.



Use what you know about the sounds that letters have in words to help yourself read each word below.

Draw a line from each word to the picture that the word names.



Purpose

To give pupils practice in reading in meaningful context words recently introduced in the reader and to check their comprehension of the material read.

New Words from the Reader

wood, trolley, family, job, drove, early, since

Directions

Read everything that is said in each box and do just what you are told to do in the last sentence in each box.

Finding the Right Picture

Page 7

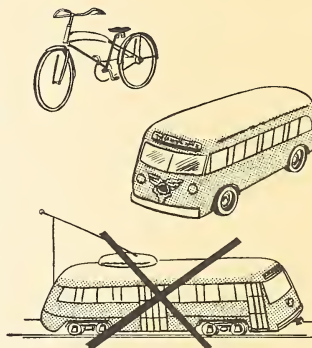
One morning, Mr. Dickson drove his family out to the Green Woods picnic grounds.

"I used to come here for picnics when I was a boy," said Mr. Dickson.

"Did Grandfather drive you out here in his car?" asked Bill Dickson.

"Grandfather didn't have a car then," answered his father. "In those days we rode out here on the trolley car."

Put X on the picture that shows what Mr. Dickson rode to the picnic grounds on when he was a boy.



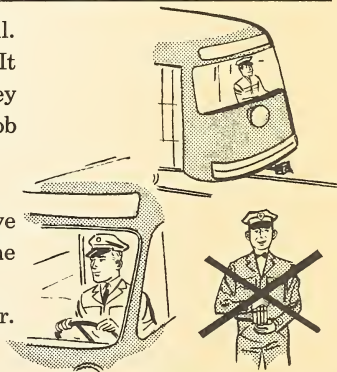
"I've never seen a trolley car," said Bill.

"I'm not surprised," said Mr. Dickson. "It has been a long time since there were trolley cars in Greenfield. One summer I had a job working on a trolley car."

"Did you run the car?" asked Bill.

"No," said Mr. Dickson, "another man drove the car, and I took up the money from the people who rode on it."

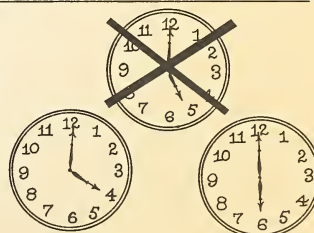
Put X on the picture that shows what Mr. Dickson's job was.



"Was it hard work?" asked Sally Dickson.

"No," said her father, "but I did have to get up early in the morning. The first trolley of the day left the carbarn at six. I had to get up at five so as to be on the trolley when it left the carbarn."

Put X on the picture that shows when Mr. Dickson had to get up.





Purpose

To give pupils practice in recognizing and using words of opposite meanings.

New Words from the Reader

worry, matter, already, cup, coffee, move, bus, drive

New Words Not from the Reader

The only word that may need to be taught before this page is read is the word *opposite*. Pupils who have used the workbook for *On We Go* (second reader, level two)

will have learned this word in that book. For pupils who need to have this word taught, follow the procedure used in the Teacher's Edition of *Looking Ahead*, using the following sentence:

Black is the *opposite* of white.

Directions

Read all the sentences at the top of the page. They will tell you what you are to do in each box on this page. Be sure to do just what you are told to do.

Words with Opposite Meanings

When two words, such as **up** and **down**, have meanings that are as different as can be, we call the two words **opposites**.

Front is the opposite of **back**.

Good is the opposite of **bad**.

From the three words at the top of each box, choose the two words that are opposites. Draw a line under each of those words. Then write each of the opposites in the place where it will make sense.

buy leave sell
"We are going to move soon," said Dick. "We are going to sell our old house and buy a new one."

black cold hot
"Daddy likes his coffee almost hot enough to burn his mouth, but Mother puts ice in hers to make it cold," said Bill.

clean dirty wet
Mrs. Parker said, "Tomorrow is washday. Be sure to give me all your dirty clothes, so that I can wash them. Then you will all have clean clothes for school."

late early close
Sally said, "I'm afraid that I'm going to be late for school. The bus has already left."
"I haven't left," said her father. "I'll drive you to school and you'll be early."

young old merry
Mrs. Parker said, "No, George, you may not have a cup of coffee. You are too young. You may have coffee when you are as old as I am. Now you must drink milk."

lost saw found
"What's the matter?" Tommy asked Bill.
"I've lost my new pencil," answered Bill.
"Don't worry," said Tommy. "I just found it."

Purpose

To give pupils practice in reading in meaningful context words recently introduced in the reader, and to check their comprehension of the material read.

New Words from the Reader

rent, month, pay, power, porch

New Word Not from the Reader

yard. This word is developed in the text.

Directions

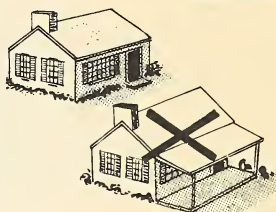
Read all that is printed in each box on this page. The last sentence in each box tells you to do something. Be sure to do just what that sentence tells you to do.

Finding the Right Picture

Page 9

Mr. Brown wanted to rent a house for his family. He looked at the two houses in this picture. He liked them both, but at last he said, "I'll rent the one that has a big front porch."

Put X on the house Mr. Brown rented.



When Bob's father got a job driving a trolley car, Bob wanted to know if he would drive the trolley car by their house.

"A trolley car would not go on this street," said his father. "There are no power lines here to make the trolley car run."

Put X in the picture to show a street where trolley cars could go.



Take h from **hard**. Put in y to make **yard**.

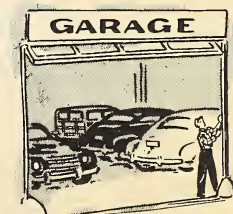
The Black family had just moved to the city. They had to find a place to keep the car at night.

Before the first day was over, Tommy came in with good news.

"The man next door has a building for cars," said Tommy. "He has a big yard, too. You can rent a place in the building for five dollars a month or pay three dollars a month for a place in the yard."

"We'll take a place that rents for three dollars a month," said Mr. Black.

Put X in the picture to show where Mr. Black rented a place for his car.



Purpose

To give pupils practice in reading words recently introduced in the reader and in reading for details.

New Words from the Reader

company, hitch, farther, plenty, busy, vacation, dairy, week, sun

Directions

Here is a letter that a boy wrote to his mother. Read the letter to find out where he was and what he was doing.

Then read what is printed under the line. Do just what you are told to do there.

Page 10

A Letter from the Farm



Here is a letter that Mrs. Green got from her son Bob:

Dear Mother,

I am having a fine vacation here on Uncle Dick's farm. Tommy and I keep busy helping Uncle Dick or just having fun. I'm glad that I can stay here two weeks longer.

Uncle Dick says I'm the kind of company they like. I eat everything at the table and drink plenty of milk.

Tommy has a little wagon that his pet goat can pull. We often hitch

the goat to the wagon and take a ride. We never go any farther than the end of the driveway.

There are twelve cows here now, and I like to watch Uncle Dick milk them at night. He milks them in the morning too, but he does it just about the time the sun comes up, and I am still asleep then.

Uncle Dick sells all the milk we cannot use here to a dairy in the city. Twice a day a big truck comes to take the milk to the dairy.

Say hello to Daddy and Sally.

Your son,
Bob

Draw a line under the right answer to each question.

1. Was Bob having a good time at the farm? yes no
2. How much longer can he stay there? one week two weeks three weeks
3. What pet pulls the wagon? the horse the goat the cows
4. How many times a day are the cows milked? three times once twice
5. How much milk does Bob drink? none a little plenty
6. How many cows does Uncle Dick have? twelve ten seven
7. Which of these takes the milk to the dairy? tractor truck wagon
8. At what time of day does the sun come up? morning evening night



Purpose

To test pupils' ability to recognize, without the aid of context clues, 30 words introduced on pages 3 through 27 of *Looking Ahead*.

Directions

In each box, draw a line under the one word that I say. I'll begin with this box. **Point to first box.** Then I'll go across this first row.

Give pupils any help needed in keeping the place.

First Row: early, trolley, family, drove, worried

Second Row: matter, coffee, porch, move, cup

Third Row: drive, bus, month, job, grandfather

Fourth Row: power, rent, sun, farther, vacation

Fifth Row: dairy, company, week, since, plenty

Sixth Row: wood, desk, already, busy, hitch

Words You Should Know

evenly every <u>early</u>	tractor traffic <u>trolley</u>	fairy <u>family</u> freshly	drown drive <u>drove</u>	worlds <u>worried</u> words
batter <u>matter</u> matches	chopped cocoa <u>coffee</u>	poorest <u>porch</u> posted	music <u>move</u> more	cap cut <u>cup</u>
<u>drive</u> drink drown	burn but <u>bus</u>	mouth <u>month</u> money	<u>job</u> jar joke	gingerbread <u>grandfather</u> greener
porch poor <u>power</u>	rest <u>rent</u> read	soon <u>sun</u> sure	faster <u>farther</u> farmer	<u>vacation</u> violets very
fairy <u>dairy</u> daddy	coming <u>company</u> cooky	went well <u>week</u>	size <u>since</u> sign	<u>plenty</u> place play
<u>wood</u> word work	dark <u>desk</u> dish	always almost <u>already</u>	<u>busy</u> buy bus	hind high <u>hitch</u>

Purpose

To give pupils practice in reading informational material, and in locating answers to questions.

New Words from the Reader

clang, track, seat, excite, you're

New Words Not from the Reader

write. If pupils have not used the workbooks for the second grade in this series, introduce the word *write*.

Follow the procedure for introducing new words in the Teacher's Edition of *Looking Ahead*, using this sentence:

I *write* with a pencil.

Preparation

If you think it necessary, point out the numbers before the sections of the reading. Tell the pupils that each one of those sections tells something different about horse cars, and that they will find the answer to each question below the report in one of those sections.

Directions

First read everything above the line. This is a report about horse cars. When you have finished that, read what is said below the line and do what you are told to do there.

Page 12

Horse Cars



1. Long ago, street cars did not have trolleys and power lines to make them go. The cars ran on tracks laid in the street, but horses were used to pull the cars. Since these cars were pulled by horses, they were called horse cars.
2. Across each end of the car was a place like a small porch where the driver's seat was. At the end of the line, the car didn't have to be turned around. The horses could be moved to the other end of the car.
3. Above each driver's seat was a bell which he clanged and clanged whenever anyone got on the tracks or when a wagon got in his way.
4. In one city, there was a long hill. No horse power was needed to make the car go down that hill. The horse was unhitched and was put on the back of the car. Then the horse had an exciting ride down the hill.
5. Sometimes the horses had hats on. Maybe you're surprised to know that. On hot summer days, big sun hats were tied on the horses' heads to keep them from getting too much sun.
6. In each hat there were two holes for the horse's ears to go through. Don't you think the horses must have looked funny in those hats?

After each question write the number of the part of the reading in which the answer is found.

What did the driver of a horse car do to make people know they should get out of the way? 3

Where did the driver sit? 2

At what time of year did the horses wear hats? 5

How could the car go the other way without turning around? 2

Did horse cars run on tracks? 1

Did horses ever ride on the cars? 4

Purpose

To give practice in using the initial phonetic elements *ch*, *pr*, *gr*, *cr*, and *st* in substitution exercises to identify words not yet introduced in the readers.

New Words from the Reader

problem, *chickens*

Preparation

If your pupils seem to need any preparation for this type

of exercise, use the Substituting 2 Exercise from page 434 of the Teacher's Edition of *Looking Ahead* to develop *chin* from *win*, and *chip* from *tip*.

Directions

Read everything that is said in each box on this page. Do just what you are told to do there.

Using Beginning Sounds

Page 13

Hear the sound of **ch** in **chickens**.

Take **w** away from **week**.

Put in **ch** to make **cheek**.

Take **b** away from **best**.

Put in **ch** to make **chest**.

Put X on this boy's cheek.

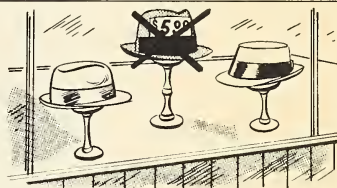
Put O on his chest.



Hear the sound of **pr** in **problem**.

Put **pr** before **ice** to make **price**.

Put X on the hat that has a price card on it.



Hear the sound of **gr** in **ground**.

Take the **sh** away from **shapes**.

Put in **gr** to make **grapes**.

Put X on the bunch of grapes.



Hear the sound of **cr** in **cream** and **cried**.

Take **gr** away from **grow**.

Put in **cr** to make **crow**.

Put X on the crow.



Hear the sound of **st** in **stand**.

Take **t** away from **table**.

Put in **st** to make **stable**.

Put X on the animal that has its home in a stable.



Purpose

To give pupils practice in reading words which have not yet been introduced in the reader, but which are made up of phonetic elements with which pupils have had practice.

New Words from the Reader

No new words

Preparation

No preparation should be needed for this page, as it is an application of the substitution practiced on page 13.

Directions

Read everything that is on this page. Be sure to do everything that you are told to do there.

Page 14

Helping Yourself Read New Words

You may never have seen the word **fruit**, but you can tell what that word is.

You can see that it begins with **fr**, like **fresh** and **friend**.

Take the **s** away from **suit**. Put in **fr** to make **fruit**. Say **fruit**.

Draw a line under each word that is the name of a fruit.

cookies orange apple

Look at the word **drop**. It begins with **dr**, like **dragon** and **drive**.

Take the **h** away from **hop**. Put in **dr** to make **drop**. Say **drop**.

Draw a line under the words that tell what you do if you drop something.

let it go up let it fall
let it grow bigger

Look at the word **trip**. It begins with **tr** like **tree** and **tracks**.

It ends with **ip** like the word **tip**. Say **trip**.

Draw a line under each word that names something in which you could take a trip.

bus trolley watch
airplane dish

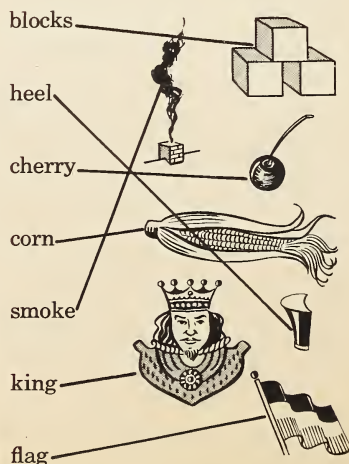
When you see a word that you have never seen before, you can often tell what the word is.

First look at the beginning of the word. Think of the sound with which the word begins.

Look at the letters in the rest of the word. Try to think of the sounds those letters have.

Put the beginning sound with the sounds of the other letters. That will help you say the new word.

Draw a line from each word here to the picture that shows what that word is.



Purpose

To give pupils practice in reading material that makes use of words recently introduced in the reader and in reading that material for details and sequence of events.

New Words from the Reader

ought, wouldn't, suddenly, platform, stove, cook

Preparation

Point out the map at the top of the page. Tell pupils that this is a map of the neighborhood where the man they

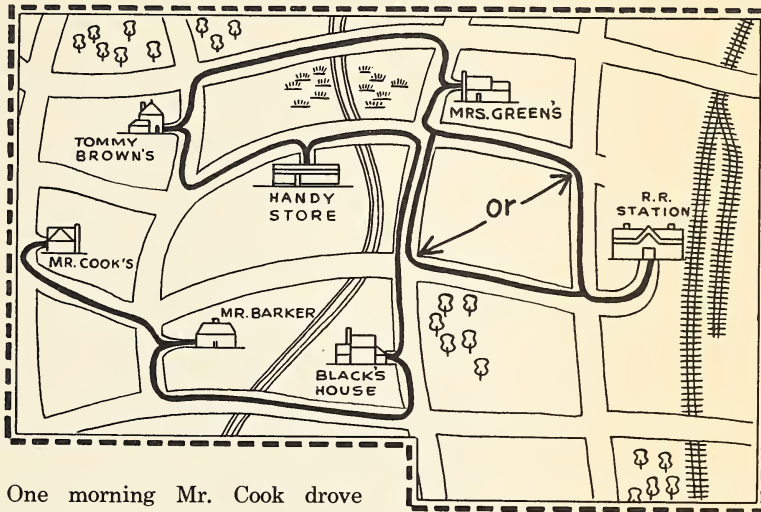
will read about had to deliver things that had come by train. You may wish to point out the railroad station, where the route starts, and Mr. Cook's house, where it ends. How much preparation you will want to do on this page will depend upon the maturity of your pupils and how much experience you believe they have had in this kind of exercise.

Directions

Read all that is printed on this page very carefully. Then mark the picture as you are told to do.

Mr. Cook Gets a Surprise

Page 15



One morning Mr. Cook drove his truck up to the platform at the railroad station. The man at the station had already put on the platform all the things Mr. Cook was to take to different people.

"I ought to think out the best way to handle this problem," Mr. Cook said. "I wouldn't want to drive any farther than I have to.

"First I'll leave this stove at Mrs. Green's house. Then I'll turn left at the next corner, and then left again to leave that puppy at Tommy Brown's. Next I'll leave those two boxes of oranges at the Handy store.

"Then I'll turn right to go to the Blacks' house with a box of apples. Two more rights and I'll be at Mr. Barker's house with this trunk."

Just then Mr. Cook saw a box that he had not looked at. He went over to see what name was on it.

Suddenly Mr. Cook began to smile. "Why, this box is for me!" he said. "Last of all, I'll go home and see what is here for me."

Draw a line on the picture to show the way Mr. Cook said he should drive that day.



Purpose

To give pupils practice in reading in context words recently introduced in the reader, and practice in recognizing classifications.

New Words from the Reader

motorman, stool, shelf, furniture, stall, rooster, grass, cherry, gather, nail

Directions

First read the sentence at the top of the page. That tells you what you are to do on the rest of the page. Do just what you are told to do.

How Are They Alike?

Draw a line under the best answer to each question.

In what way are a stool, a table, and a chair alike? Each always has just three legs. They are all seats. <u>All are pieces of furniture.</u>	In what way are a cherry, an orange, and an apple alike? <u>Each one grows on a tree.</u> They are all the same color. They are all bad for you.
In what way are a motorman, a policeman, and a postman alike? <u>All are workers.</u> All work on trolleys. All use whistles in their work.	In what way are a rooster, a hen, and an ostrich alike? Each one has four eyes. They all live in stalls. <u>Each one has two legs.</u>
In what way are furniture, pictures, and carpets alike? All rest on a shelf. <u>All are used in a home.</u> All are made with nails.	In what way are wires, nails, and boards alike? They all grow in the ground. All are made of wood. <u>All are used in building houses.</u>
In what way are grass, flowers, and trees alike? All are good to eat. <u>All grow in the ground.</u> All are things to ride in.	In what way are islands, hills, and fields alike? All are in the sea. All can be gathered in a garden. <u>All are pieces of land.</u>
In what way are a coach, a bus, and a trolley car alike? All are pulled by horses. <u>All are things to ride in.</u> All run on tracks.	In what way are a week, a month, and a year alike? All are seven days long. <u>All tell about time.</u> All are names of days.

Purpose

To help pupils understand how variants of words ending in *y* preceded by a consonant are formed, and to give practice in reading such variants of words already introduced in the reader vocabulary.

New Words from the Reader

instead, bicycle, groceries, corner, felt, you've

New Word Not from the Reader

sentence. Introduce the word *sentence*, following the procedure used in the Teacher's Edition of *Looking*

Ahead, using the following sentence:

How many words are in this *sentence*?

Preparation

If you think it necessary, read or have read aloud the instructional material at the top of the page. Spend enough time to be sure that pupils understand it.

Directions

Read everything that is printed on this page. Be sure to do just what you are told to do.

When *i* Takes the Place of *y*

Page 17

In many words *i* is used in place of *y* before the endings *er*, *est*, *es*, *ed*, and *ly* are added. To make the word *busier*, begin with *busy*. Put *i* in place of *y*. Then add the ending *er*.

To make *cherries*, begin with *cherry*. Put *i* in place of *y* and add *es*.

After each word that follows, write the word with which you would begin to make that word.

cried cry
busiest busy
families family
prettier pretty

dairies dairy
tried try
earlier early
groceries grocery

After each sentence there are three words.
Draw a line under the one word that will make good sense when used in the blank in the sentence.

In most bakeries you can buy _____.
A man who is a flier flies in an _____.
Farmers often sell milk to _____.
Mother felt _____ about my baby sister.
You've never come to school _____ than I.
I'd like _____ instead of cake.
Some jokes are _____ than others.
Two _____ live in the corner house.
We gathered _____ from our own tree.
Six _____ are more than five cents.
A postman may be called a letter _____.
Very young dogs are called _____.

cookies puppies bicycles
elephant apron airplane
fairies dairies cows
worried prettier earlier
corner earlier brother
dairies families cookies
prettier funnier luckier
groceries families worries
puppies bicycles cherries
stories pennies worries
cleaner happier carrier
kittens puppies groceries

Purpose

To give pupils practice in reading to draw conclusions from material which contains words recently introduced in the reader.

New Words from the Reader

squawk, bought, winter, we've

Directions

The sentence under the title of this page tells you what you are to do in each box on the page. Be sure to do just what you are told to do there.

Page 18

Finding the Right Answer

Draw a line under the best answer to each question.

Dick went to the store for his mother. She asked him to get bread, apples, oranges, breakfast food, and butter. Dick bought everything his mother wanted in one store.

What kind of store did Dick go to?
a furniture store a bakery
a grocery store

One winter night, Mr. Wells heard all his chickens suddenly begin to squawk loudly.

"I'd better go see what is the matter with those chickens," he said. "They only squawk like that when they are frightened."

How did Mr. Wells feel?
happy worried glad

One Saturday morning, Mrs. Bell gave Sally and Dick some jobs to do. "Let me know when you've finished with your work," she said.

When all the work was done, Dick said, "We've finished our jobs."

"I've just finished something too," said his mother, as she opened the oven door. "These are for you."

What did she have for them?
new shoes cold drinks
hot cookies

Mrs. Brown was putting some sandwiches into a big box.

"Here are the apples," said Jack.

"Be sure to put in plenty of cake," said Mr. Brown. "I can eat three pieces when I eat outdoors."

"Please put these peanuts in too," added Sally.

Where were the Browns going?
to school on a picnic
for a short ride

Mr. Gray has a store that all the boys and girls in town like to go to. He has goldfish and kittens, puppies and rabbits, and many other little animals. He sells toys and food for all kinds of small animals.

What kind of store does he have?
a toy store a grocery store
a pet store

Baby Tommy sat in his high chair playing with his toy dog. Suddenly the toy dog fell to the floor. Tommy couldn't get it.

His eyes began to fill with tears. Soon his mouth was wide open, and he was crying as loud as he could.

Which word tells how he felt?
merry sleepy unhappy

Purpose

To give pupils an opportunity to apply what they have learned about long and short vowel sounds.

New Words from the Reader

No new words

Preparation

No preparation should be necessary, as the long and

short vowel sounds have been taught in the Word Analysis section of the Teacher's Edition of *Looking Ahead*.

Directions

First read all that is printed above the line. Then read the story that you will find under the line. After you have finished the story, do what you are told to do in the directions that follow the story.

Vowels and Vowel Sounds

Page 19

The letters **a**, **e**, **i**, **o**, and **u** are called vowels. Each vowel has a long sound and a short sound.

You can hear the short sound of the vowel in each of these words:

cap pet dig top bus

When there is just one vowel in a word and that vowel is in the middle, use the short sound of the vowel when you say that word.

Read these words to yourself:

lap beg bit nod bug

One cold day, **Ben** Green and his father were driving along the shore of **Drum Lake**.

Suddenly Ben cried, "Look, Daddy! There are two dogs riding on a cake of ice out in the lake."

Mr. Green stopped the car.

He looked out over the lake and cried, "Ben! Those are our dogs!"

"Oh, poor **Rags** and **Suds**!" said Ben. "If they go over the **dam** at the end of the lake, the ice will **smash** on the **rocks**."

"Let's hurry home," said Mr. Green. "I'll ask Mr. **Stone** to take us out in his boat. It is big enough to get through the ice."

Mr. Green drove home as fast as he **dared** to go. He and Ben ran in and called Mr. Stone.

In each of the following words there are two vowels. The middle vowel has the long sound but the **e** is silent.

bake kite same joke fine

Say those words to yourself.

You can see that there is just one letter between the middle vowel and the **e** at the end.

In such words, the **e** is silent, and the middle vowel nearly always has the long sound.

"Come quickly," said Mr. Stone. "If we hurry, we can get the dogs before they get to the dam."

Ben and Mr. Green **raced** out of the house and ran for the car. Then suddenly Ben stopped.

"Don't be in such a **rush**, Daddy," he said. "Here come those **pups**."

Sure enough, there were Rags and Suds coming up the driveway.

"Well, what do you know?" said Mr. Green. "We've been worried, and they were just taking a ride."

Think which sound of the vowel you hear in each word in very black letters. If you hear the long sound, draw a line under the word. If you hear the short sound, make a ring around the word.



Purpose

To give pupils practice in reading sentences to get and compare meanings.

New Words from the Reader

blossom, peach, pick, sister, cost, less, branch

Preparation

No preparation should be necessary, but with a slow or

immature group, you may wish to read or have read aloud the instructional material at the top of the page.

Directions

Read the sentences at the top of the page. Those sentences tell you what you are to do with the pairs of sentences below. Be sure to do just what you are told to do there.

Same or Different?

Sometimes we can tell the same thing in two different ways. Read these sentences:

Jody and Sylvie are brother and sister.

Sylvie is Jody's sister.

Some of the words in the two sentences are different, but the sentences tell the same thing.

In each box, there are two sentences. If the sentences tell almost the same thing, write the word **Same** on the dotted line in that box. If they tell different things, write **Different** there.

One branch of this tree is broken.
This tree has no broken branches.

different

The kite cost less than the football.
The football cost more than the kite.

same

Peach trees blossom when winter is over.
Peach trees have flowers on them in the spring.

same

Bob is two years older than his sister.
Bob's sister is two years younger than he is.

same

Maybe the peaches should be picked this week.
All the peaches must surely be picked this week.

different

Tommy is three months older than Bill.
Tommy is a whole year older than Bill.

different

The hens squawked when Dick went into the henhouse.
The hens kept very quiet when Dick went into the henhouse.

different



Purpose

To give pupils practice in distinguishing between words recently introduced in the reader and words which might be confused with them; to give practice in supplying the word that fits the context.

New Words from the Reader

lot, bright, yet, able, easy

Directions

Read the sentences right under the title on this page. They tell you what you are to do in each box. Be sure to do just what you are told to do by those sentences.

Choosing the Right Word

Page 21

In each blank, write the word that belongs there. Choose one of the four words at the top of the box.

1. lot let yet yes

"Will you can a lot of peaches for this winter?" Sally Brown asked her mother.

"Oh, yes," answered her mother. "But I haven't had any to can just yet."

"I hope you'll let me help you when you do," said Sally.

"I surely will," said her mother. "First of all, we'll have to get the peaches. Tonight we'll ask Daddy if he knows where to get them."

2. easy early eat each

That night Mr. Brown said he knew where to get some peaches just for the work of picking them.

"It isn't easy work," he said. "But early Saturday morning, we'll go to a farm I know.

If each one of us does his share, we'll have all the peaches

we can eat and plenty for Mother to can too."

3. Bright branch bring bought

Bright and early Saturday morning, the Browns went to the farm. They saw that every branch on the trees had many good peaches on it. Mr. Brown had been sure to bring along plenty of boxes.

Mrs. Brown said, "These peaches will be much fresher than if we had bought them at a store, and we're getting them for just the work of picking them."

4. able about after above

The farmer told the Browns they could have all the peaches off one tree. Sally and Jack picked all the peaches they were able to. Their father and mother picked the ones above Jack and Sally's heads.

They had about all the peaches they could use after picking for only a short time.



Purpose

To give pupils practice in reading informational material which uses words recently introduced in the reader and to give practice in locating answers to questions.

New Words from the Reader

stick, hang, ripe, they'll, basket, beautiful, spend, drop

New Words Not from the Reader

bug. Pupils should be able to identify this word as they read, by using context and phonetic clues.

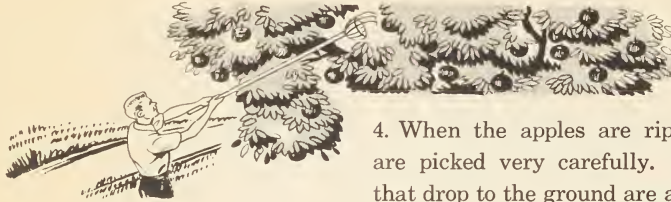
Preparation

Preparation for this should be given only to those pupils who had difficulty with the similar exercise on page 12 of this workbook.

Directions

Read this report about how apples are picked. Then read the directions below the line and do just what they tell you to do.

How Apples Are Picked



1. Mr. Gray has many apple trees. He does not have them just because his family likes to eat apples. He sells most of the apples.
2. Mr. Gray spends much time taking care of his trees. He tries to keep bugs from eating the blossoms. He cuts the tops and branches, so the trees will grow strong and have large apples.
3. The trees look beautiful in the spring. Then they are covered with pretty apple blossoms. Yet Mr. Gray thinks they look even more beautiful when ripe red apples hang from every branch.

4. When the apples are ripe, they are picked very carefully. Apples that drop to the ground are all right to eat right away, but Mr. Gray gets much more money for apples that are picked from the tree, because they'll stay good longer.
5. It is easy for Mr. Gray and his helpers to pick the apples from the bottom branches, but not those on the high branches. Mr. Gray will not let anyone climb his trees, as he doesn't want any branches broken. The apples on the high branches are picked with an apple picker.
6. An apple picker is a long stick with a little wire basket at one end. By using a picker, a man can get the apples off the highest branches without letting them drop.

After each question, write the number of the part of the reading in which you find the answer.

When does Mr. Gray like the way his trees look? 3

Which apples on the tree are the easiest to pick? 5

Does Mr. Gray's family eat all the apples Mr. Gray grows? 1

What is an apple picker? 6

Which apples will people pay more for? 4

What can be done to help apples to grow big? 2

Purpose

To give practice in reading for details material that uses words recently introduced in the vocabulary of the reader.

New Words from the Reader

toward, beyond, reach, sorry, against, perhaps, sad

Preparation

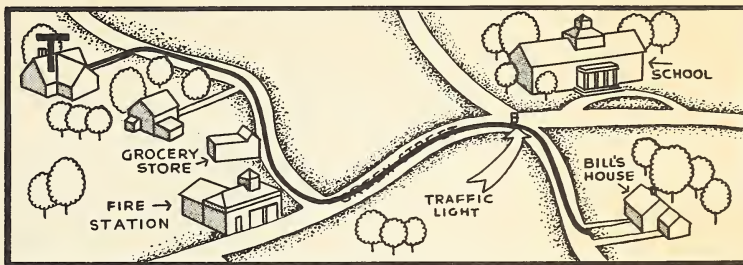
No preparation is needed except for those pupils who had difficulty with the similar exercise on page 15.

Directions

Read this story about where Tommy lives. Then read the directions that follow the story and do as you are told to do there.

Where Does Tommy Live?

Page 23



One Saturday morning Bill Brown looked very sad.

"What's wrong?" asked Mrs. Brown.

"Tommy asked me to come to his birthday party today," said Bill. "But Tommy moved a few weeks ago, and I never thought to ask him where he lives now."

"We'll find out," said Mrs. Brown. "Perhaps Tommy's father is at his store now. I'll call him."

Mrs. Brown went to the telephone. When Tommy's father answered, she said, "This is Mrs. Brown. I'm sorry to trouble you, but Bill doesn't know where your new home is."

Bill heard his mother say "Yes" two or three times. Then she said, "Thank you very much, good-bye."

Then she turned to Bill and said, "Go up this street toward the school, and turn left on Green Street. That is the corner with the traffic lights. Be sure to cross with the lights, not against them."

"Go along Green Street until you reach the fire station. Turn right at the fire station. Next to the fire station, you will see a little grocery store. Tommy lives in the second house beyond the store."

"I'm sure I'll find it," said Bill.

Find Bill's house in the picture. Draw a line to show just the way Bill went to get to Tommy's house. When you reach Tommy's house, put a big T on it to show where Tommy lives.



Purpose

To give pupils practice in recognizing similar meanings of groups of words.

New Words from the Reader

chance, fall, save, during, few, sale

Preparation

If you feel your pupils need preparation for this type of exercise, print the following on the board:

Jack's house is beyond the fire station.
nearer than
farther away than

Read what I have put on the board. . . . Which word has a line under it? . . . Which of the two groups of words under the sentence means about the same as *beyond*? . . . I'll put an X before it to show that it is right.

Directions

First read the directions at the top of the page. Then do what those sentences tell you to do in each box.

Finding Meanings

In each box there is a line under one part of the sentence. Read each sentence and the two things said under it. Put X before the one that means the same as the part of the sentence that has a line under it.

1. The Powers Toy Store had a fine red wagon <u>for sale</u>. X to sell to ride in on the water	7. So <u>during the fall</u> Jack worked every Saturday. X between summer and winter between winter and spring
2. Jack saw it in the window and <u>longed</u> to own it. worked for a long time X wanted very much	8. All the money that he made he <u>saved</u>. kept in his hand X put into his bank
3. <u>The cost of</u> the wagon was twelve dollars. X The money asked for The money saved up for	9. But the money he saved was <u>less than</u> he needed. X not as much as just as much as
4. Jack opened his bank and counted <u>his savings</u>. X the money he had kept the cost of the wagon	10. Then he heard that the toy store was going to <u>have a sale</u>. X sell things for less money sell fewer things
5. "I can't buy it <u>yet</u>," Jack said. "I have only a few dollars." ever X now	11. "<u>There is a chance that</u> I can buy the wagon now," Jack said. Surely X Perhaps
6. "But I'll get it just as soon as I <u>am able to</u>," he added. really want to X can	12. The wagon was on sale, and Jack had <u>plenty of</u> money to buy it. almost enough X more than enough

Purpose

To give pupils practice in reading to discover a word that does not fit into the context and substituting one that does.

New Words from the Reader

change, except, daughter, nice, miles, certain, present

Preparation

If you think any preparation is necessary, print the following on the board:

Today is Jack's birthday. Mother is going to make a birthday carpet for him to eat.

coat cake card

Read the sentences I have put on the board. Look for a word that does not make sense. . . . Which word does not make sense? . . . I'll draw a line through *carpet* to show that it doesn't belong there. Now read the three words under the sentences. Which of those words would make sense if it were put in place of *carpet*? . . . I'll draw a line under *cake*.

Directions

Read the directions at the top of the page. Do just what they tell you to do.

Finding Words That Make Sense

Page 25

In each box, one word does not make good sense. Read all that is said in the box. Find the word. Draw a line through it.

Read the words at the bottom of the box. Draw a line under the word that should be used in place of the word you crossed out.

When Ann counted the change the storekeeper had given her, it was all there except a nickel. Ann stepped back. On the floor where her foot had been was the nickel. She had been ~~sitting~~ on it.

asleep sticking standing

"Mr. and Mrs. Cross are Janet's father and mother," Betty said to Tommy. "Dot is their daughter too."

"I never knew before that Janet and Dot are ~~brothers~~," said Tommy. children sisters daughters

In a tree near Sam's house was a bird's nest. From the sounds he heard, Sam thought there were baby birds in it.

To make certain, he climbed up to see. He saw four little ~~eggs~~ that Sam was careful not to touch or frighten.

nests birds apples

"We can't be certain about the picnic yet," Mrs. Cook told her daughter Agnes. "Tomorrow may not be a nice day at all."

But the next day was bright and sunny. They put sandwiches and drinks into a big ~~oven~~ and drove off to the woods, ten miles away.

basket stove cups

When school started everyone was present except Bob. Soon he came puffing into the room.

"I stepped into some water and got my feet wet. Then I had to go home and put on some dry ~~feet~~," Bob said.

suit clothes shoes

Sally didn't have enough money to buy a nice birthday present for her mother. She made a pretty apron for her instead.

"What a nice present!" said her mother. "I am glad to have something that you ~~bought~~ yourself."

sell made found



Use after page 67 of *Looking Ahead*.

Purpose

To test pupils' ability to recognize, without the aid of context clues, thirty-five words introduced on pages 28 through 50 of *Looking Ahead*.

Directions

In each box, draw a line under the word that I say. I'll begin with this first box and go across each row.

Give pupils any help needed in keeping the place.

First Row: clang, seat, excited, chickens, cooked

Second Row: problem, ought, sudden, platform, stove

Third Row: nail, motorman, shelf, stool, furniture

Fourth Row: stall, rooster, grass, cherry, gather

Fifth Row: instead, bicycle, groceries, corner, felt

Sixth Row: squawk, bought, winter, blossoms, peach

Seventh Row: pick, sister, cost, less, branch

Page 26

Words You Should Know

climb clean <u>clang</u>	sea <u>seat</u> sent	ending <u>excited</u> everything	<u>chickens</u> children chairs	choose cookies <u>cooked</u>
promise <u>problem</u> print	out other <u>ought</u>	<u>sudden</u> summer surprise	pleased <u>platform</u> plainest	stood store <u>stove</u>
name nest <u>nail</u>	morning <u>motorman</u> mother	<u>shelf</u> shape slept	stop stood <u>stool</u>	funny <u>furniture</u> footman
still <u>stall</u> stood	roomer <u>rooster</u> road	gray glass <u>grass</u>	<u>cherry</u> carry merry	garden <u>gather</u> giraffe
inside <u>instead</u> island	<u>bicycle</u> birthday bigger	ground <u>groceries</u> goldfish	cover clever <u>corner</u>	fell feel <u>felt</u>
<u>squawk</u> spring stairs	bounce bunch <u>bought</u>	winner <u>winter</u> window	bottoms balloons <u>blossoms</u>	<u>peach</u> reach teach
<u>pick</u> picnic picture	since <u>sister</u> sitting	cold <u>cost</u> cent	lots last <u>less</u>	bunch bright <u>branch</u>



Purpose

To give pupils practice in reading for details and drawing conclusions.

New Words from the Reader

set, extra, feather

New Words Not from the Reader

fits. Pupils should be able to identify this word as they read, using context and phonetic clues.

Directions

Read the sentence at the top of the page. Then do what it tells you to do in each box on this page.

Finding the Right Answer

Draw a line under the best answer to the last question in each box.

The boys and girls in Miss Green's room were ready to go home. "Miss Green," called Tommy. "I have only one of my red mittens. I can't find the other one." "I think I have it," said Andy. "My mittens are just like yours, and I have an extra one." How many mittens did Andy have? four one <u>three</u>	One day Betty was setting the table for dinner. She had set places for her father, her mother, her two brothers, and herself. Then her mother said, "Betty, please set one extra place. Uncle Tom is coming for dinner." Betty did as her mother asked. How many places had she set when she was done? five <u>six</u> seven
Jack said to his mother, "I am going to be in a play at school." "What are you going to be in the play?" asked his mother. "Well, I will have paint on my face and feathers on my head," said Jack. "Now you guess." What was Jack going to be? a bird <u>an Indian</u> a sailor	Bob tried on a new suit that his mother had bought for him. "That suit fits very well," said his mother, "I won't have to change it at all except to make the legs a little shorter." What was wrong with the legs? they were short they were wide <u>they were too long</u>
Jack had been saving to buy a present for his mother's birthday. When he counted his money, he had two dollars and ten cents. Jack said, "I can buy the work-basket I saw downtown and have ten cents left to buy a card." How much did the basket cost? a dollar <u>two dollars</u> ten cents	Mrs. Brown was in the toy store. "My son is two years old," said Mrs. Brown. "I'll take this toy rabbit for him. And I'll take two jump ropes, one for each of my daughters." How many children did Mrs. Brown buy toys for? four two <u>three</u>



Use after page 72 of *Looking Ahead*.

Purpose

To give practice in recognizing the form and meaning of contractions.

New Words from the Reader

book, mark, write.

Preparation

No preparation should be needed as this is an application of what is taught on page 70 of *Looking Ahead*.

Directions

First read everything above the line. Then read the directions under the line and do what those directions tell you to do.

Page 28

One Word Instead of Two

In your reading, you will often find words that end in n't. A word which ends in n't does the work of two words.

If a word that has the ending n't looks strange, look at the rest of the word carefully.

You will often find that the ending n't has been added to a word that you know well.

The word didn't means the same as the two words did not. The mark ' is used to show that the letter o has been left out.

In each box there is one word that does the work of two words. Find that word and draw a line under it. At the right-hand side of each box, write the two words for which that word stands.

It isn't as much fun to read a story from an old dirty book as to read it from a nice clean one.

is not

A book doesn't need to get ragged and dirty just because it is used by a lot of people.

does not

If some people got their faces as dirty as they get their books, their best friends wouldn't know them.

would not

Here are some things about handling books that a careful boy or girl mustn't ever forget.

must not

Before you open a book, look at your hands. If they aren't clean, wash them before you use the book. Dirty hands make dirty books.

are not

It is certainly not polite to make marks in a book that belongs to someone else. Don't ever mark a book that is not your own.

do not



Use after page 72 of *Looking Ahead*.

Purpose

To test pupils' ability to recognize, without the aid of context clues, thirty-five words introduced on pages 50 through 68 of *Looking Ahead*.

Directions

In each box, draw a line under the word that I say. I'll begin with the first box and go across the row.

Give pupils any help needed in keeping the place.

First Row: lot, bright, drop, yet, able

Second Row: easy, stick, hang, ripe, basket

Third Row: beautiful, spend, toward, beyond, reach

Fourth Row: sorry, against, perhaps, sad, chance

Fifth Row: fall, save, during, few, change

Sixth Row: except, daughter, nice, miles, certain

Seventh Row: present, set, extra, feather, sentence

Words You Should Know

Page 29

let <u>lot</u> lock	bright <u>bought</u> budge	drown drove <u>drop</u>	yet <u>yes</u> year	ate <u>able</u> also
early <u>easy</u> each	sister <u>stick</u> still	hair hand <u>hang</u>	ride <u>ripe</u> ring	broken bakery <u>basket</u>
breakfast because <u>beautiful</u>	sound <u>spend</u> send	<u>toward</u> tomorrow trotted	between before <u>beyond</u>	reads ready <u>reach</u>
soon <u>sorry</u> some	again <u>against</u> almost	peaches porches <u>perhaps</u>	sat said <u>sad</u>	<u>chance</u> cherry chairs
fell fill <u>fall</u>	same <u>save</u> sand	dairying driving <u>during</u>	<u>few</u> flew felt	chance <u>change</u> cherries
<u>except</u> excited extra	dancer <u>daughter</u> deeper	night nickel <u>nice</u>	milks <u>miles</u> minds	<u>certain</u> cent caught
printed <u>present</u> pretty	seat <u>set</u> sew	<u>extra</u> excited except	farther father <u>feather</u>	<u>sentence</u> sense seven

Purpose

To give pupils practice in identifying strange words by using phonetic and context clues.

New Words from the Reader

No new words

Preparation

No preparation should be necessary. This is an application of the method of identifying new words which is used

in the Teacher's Edition of *Looking Ahead* to present new words occurring in the reader.

Directions

First read the sentences above the first line. Then read the story that is between the two lines that go across the page. When you have finished the story, read the first sentence under the bottom line. That will tell you what to do with the questions that follow it.

Page 30

Tommy and the Rooster

In the story which follows, some of the words are printed in very black letters. Those words may be new to you, but you can read them.

The first morning of the summer vacation, Tommy Brown started off for the henhouses to gather eggs.

There were five henhouses, and Tommy came out of each of the first four looking very happy. But when he came out of the fifth one, he looked worried and frightened.

"What's wrong?" asked his father.

"There's a **great** big rooster in there," said Tommy. "When I went in, he tried to **chase** me out again. He **pecked** at my hands too. I'm **scared** of that rooster."

"Oh, he'll get used to you," said Mr. Brown.

Each time Tommy came in with the eggs, he told how that rooster **bothered** him. Suddenly, Tommy stopped talking about the rooster.

"Did that rooster get used to seeing you?" asked Mr. Brown.

Think of the first sound in the word. Then think of a word that begins with that sound and makes sense in the sentence.

"Well, I don't have any trouble with him now," said Tommy.

Mr. Brown was curious. The next day, Mr. Brown **hid** behind one of the henhouses to see what happened. When Tommy got to the last henhouse, he picked up a big pail that he had left near the door.

Mr. Brown saw Tommy open the door just a **crack**. The big rooster squawked at him. Then Tommy opened the door a little wider. He popped the pail over the rooster and went on to gather the eggs.

The pail was too **heavy** for the rooster to tip over, and he had to stay under the pail.

When Tommy had finished, he took the pail off the rooster and then shut the door quickly.

"A very **smart** trick," said Mr. Brown.

Draw a line under the best answer to each question.

Which word is the opposite of **heavy**?

hard

light

wet

What does a bird use to **peck** with?

wings

feet

bill

Which word means **scared**?

afraid

gay

fresh

Which word means about the same as **sad**?

unhappy

glad

merry

Which word means about the same as **smart**?

silly

happy

clever

Purpose

To give pupils practice in identifying words which are made by substituting the final consonant blends *tch*, *st*, and *sh* in words already taught in the reader.

New Words from the Reader

No new words

Directions

Read the sentences between the title and the first line. Then go on and read what is in each box. Do just what you are told to do in each box.

Using Letters and Sounds

Page 31

You can hear the sound of **ch** at the beginning of **chance** and **cherry**. You can also hear the sound of **ch** at the end of **such** and **match**. At the end of a word, the letters **tch** stand for the same sound that **ch** stands for.

Say **stick** and **stall**. Hear the sound of **st** at the beginning of those

words. Say **rest** and **must**. Hear the sound of **st** at the end of those words.

Say **shelf** and **sheep**. Hear the sound of **sh** at the beginning of those words. You can also hear the sound of **sh** at the end of **push** and **wish**.

Take the **ll** away from **still**. Put in **tch** to make **stitch**.

Take the **n** away from **pan**. Put in **tch** to make **patch**.

Put X on the picture of the woman who is stitching a patch on a dress.

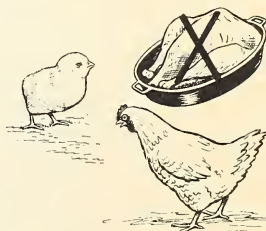


Take **d** away from **road**. Put in **st** to make **roast**.

Draw a line under the words that tell where you could roast a chicken.

in a truck in an oven in a fist

Put X on the chicken which is ready to be roasted.



Take **ck** away from **track**. Put in **sh** to make **trash**.

What is the best thing to do with trash?

save it wash it throw it away

Put X on the picture which shows a good place to put trash.



Purpose

To help pupils develop the ability to identify strange words by using the two sounds that *oo* may have and the two sounds that *ow* may have.

New Words from the Reader

No new words

Directions

First read everything that is printed on the left-hand side of the page. Do what you are told to do there. Then read everything on the right-hand side of the page and do what you are told to do there.

Page 32

Sounds of oo and ow

Say **cook** and **wood**. Hear the sound that **oo** has in the middle of each of those words.

Say **stool** and **broom**. Hear the sound that **oo** has in the middle of each of those words.

When you see a strange word with **oo** in the middle of it, try the sound that **oo** has in **cook** and **wood**. If the word that you get does not make good sense, try the sound that **oo** has in **broom**.

Almost always one of those two sounds will give you a word that makes sense.

Now draw a line under the best answer to each of these questions:

Which of these would be best to put on the top of a house?

a running brook a tablespoon
a strong roof

Which of these would a boy with good sense use to eat his oatmeal?

a book a spoon a boot

Which of these would give the most light at night?

a cool brook a full moon
a boy's boot

Which of these would be found in a sewing box?

a spoon a spool a roof

Say **cow** and **down**. Hear the sound that **ow** has in those words.

Say **show** and **grow**. Hear the sound that **ow** has in those words.

When you see a strange word with the letters **ow** in it, try the sound that **ow** has in **cow** and **down**. If the word you get does not make good sense, try the sound that **ow** has in **show** and **grow**.

Draw a line under the best answer to each question.

When someone is very angry, what do you see on his face?

a big smile a frown
a happy look

Which of these seems to be the happiest?

a scowling boy a growling dog
a smiling girl

Where would anyone with good sense put oatmeal?

in a bowl in a new gown
in a big crowd

Which of these would be best for a princess to wear on her head?

a gown a crown a clown

Which of these can fly well?

a brown cow a growling dog
a black crow

Purpose

To give pupils practice in identifying words in which the long *a* and long *o* sounds are represented by the two or three most common vowel combinations.

New Words from the Reader

ourselves, woke

Directions

First read everything that is printed on the left-hand side of the page and do just what you are told to do there. Then read everything on the right-hand side of the page and do what you are told to do.

Two Vowel Sounds

Page 33

You have learned that in short words like **gate** and **came**, almost always the **e** is silent and the **a** has the long sound.

Often **ai** stands for the long sound of **a**. Say **wait** and **pail**. The **ai** in the middle of each word stands for the long sound of **a**.

At the end of a word the letters **ay** stand for the long sound of **a**. Say **play** and **stay**.

Say the following words to yourself. Hear the long sound of **a** in each word.

gate	wait	way
sale	pail	pay

Draw a line under the best answer to each question that follows.

Which of these would your mother use to carry dishes on?
a wooden tray a wooden train
 a long chain

Which of these do you put on the end of a fishing line?
 wet clay fish tails bait

Which of these would help to make a boat go fast?
 a strong jail wet hay a good sail

You have also learned that in words like **bone**, **nose**, and **woke**, almost always the **e** is silent and the **o** has the long sound.

Sometimes **oa** stands for the long sound of **o**. Say **road**, **boat**, **coach**. The **oa** in the middle of each of those words stands for the long sound of **o**.

Say the following words to yourself. Hear the long sound of **o** in each word.

home	rode	goat
toast	stove	loaf

Now draw a line under the best answer to each question that follows.

Which two things should we use to get ourselves clean?
 smoke and milk soap and water
 wood and coal

What does a boy need on the bottoms of his shoes?
 big holes strong soles long laces

What does the word **woke** mean?
stopped sleeping played a trick
 ate something

Which of these holds ice cream?
a cone a spoke a bone

Purpose

To give pupils practice in reading story material which gives them an opportunity to read words which may be strange to them, but which can be identified by using context and phonetic clues.

New Words from the Reader

No new words

Directions

Read the sentences above the short black line. Then read the story that follows, and last of all, do what you are told to do in the sentence that follows the story.

Page 34

A Strange Picnic Box



As you read the story that follows you will find some words printed in very black letters.

You can read those words easily if you think of the sounds that **ea**, **oo**, and **ow** can have.

Early one morning, Ann and Bob Best started off with their mother to see the **Brooks** family who had gone to live near a **beach**, about ten miles away.

When they got there, Betty and Jack Brooks came running out.

"We're glad you got here before **noon**," called Jack. "Mother has sandwiches all ready and we can have a picnic on the beach."

"Fine!" said Bob. "If the water is **smooth**, I can sail my new boat. **Lead** the way to the beach."

"Not so fast!" said Jack. "We'll have time to go into the water before we eat, so let's get into our suits before we go to the beach."

After the children had changed into their suits, they and their mothers got the beach things ready.

"Agnes," said Mrs. Brooks to Mrs. Best, "will you please get that big cardboard box on the kitchen table? The food is in it."

Mrs. Best came back with the box.

"Come on!" called Betty. "Let's go down to the end of the beach where we'll be out of the **crowd**."

Off they ran and soon Jack called, "Here's a good place. We can **spread** the picnic on this rock."

The children played in the water for a while, and when they came out they were very hungry.

Mrs. Brooks opened the big box.

"Oh, my!" she said. "This is the wrong box! This is the **thread** and cloth I had ready to give you, Agnes. Now I remember. I put the box of food near the front door so it would be handy."

Put X before the sentence that tells what happened next.

X — Bob and Jack went back to get the right box.

---- The children all cried.

---- Mrs. Brooks began to sew.



Purpose

To give pupils practice in identifying strange words which are made by substituting the initial consonant blends *str* and *thr* for the beginning sounds of words already taught in the reader.

New Words from the Reader

No new words

Preparation

No preparation should be necessary. This is an application of the substituting technique taught in every word analysis section of the Teacher's Edition of *Looking Ahead*.

Directions

Read everything on this page, and do each thing that you are told to do.

Reading New Words

Page 35

Hear the sound of **str** in **string** and **street**.
Take **cr** away from **cream**. Put in **str** to make **stream**.

If tears are streaming down a little boy's face, what is he doing?

smiling happily crying hard

Put X on the boy who is sitting by a stream.



Take **d** away from **day**. Put in **str** to make **stray**.

Take **j** away from **joke**. Put in **str** to make **stroke**.

Take **r** away from **roll**. Put in **str** to make **stroll**.

Dick and his father went for a stroll in the park. As they were strolling along Dick saw a stray dog. He wanted to stroke the dog, but his father said that the stray dog might not be friendly.

Draw a line under the word that means about the same as **stroll**.

run walk drive

Draw a line under the words that tell something that a stray dog never has.

a long tail brown hair a good home

Put X on the picture of the boy who is stroking a dog.

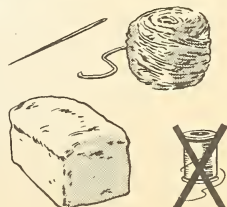


Hear the sound of **thr** in **three** and **throw**.
Take the **h** away from **head**. Put in **thr** to make **thread**.

Draw a line under the word that tells what people most often do with thread.

plow sew cook

Put X on the picture of a spool of thread.



Purpose

To give pupils practice in using phonetic and context clues to identify words not yet introduced in the reader.

New Words from the Reader

No new words

Directions

As you read what is printed on this page, you may find some words that are new to you. If you meet such a word, use the meaning of the other words and what you know about the sounds of letters to help you decide what the word is. Do what you are told to do in each box.

Page 36

Finding the Right Picture

Sally was busy at the table with paper, scissors, and paste.

"What are you making?" asked Betty.

"I'm making valentines," said Sally. "That's why I have cut out all these red hearts. I will paste the red hearts on white paper to make my valentines."

Put X on the picture that shows what Sally was making.



Bill Brown and his little brother Tommy were each carrying a bundle when they met Bob Jackson.

Bob said to Bill, "I'm surprised at you, Bill. Why don't you carry the big bundle and let your little brother carry the small one?"

"Just take this small bundle," said Bill.

Bob took it and nearly dropped it.

"Say, that's heavy," he said, as he gave it back to Bill. "I wouldn't like to carry that."

"Now try Tommy's big bundle," said Bill.

Bob did and said, "Why, it's light as a feather!"

"Are you surprised?" asked Bill.

"Yes," said Bob, "but not at you."

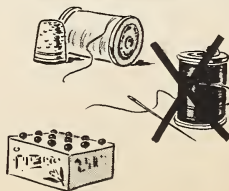
In this picture, find the bundle that was really heavy. Put X on it.



Jack said, "Mother, there is a hole in this pocket. Will you please sew it up for me?"

"Yes," said his mother. "Get me a needle and a spool of black thread and I'll sew it."

Put X on the things Jack's mother asked him to get for her.



Purpose

To give pupils practice in identifying words which have not yet been introduced in the vocabulary and which contain either the *ar* or the *are* combination.

New Words from the Reader

No new words

Directions

First read everything that is printed on the left-hand side of the page and do just what you are told to do. Then read everything on the right-hand side of the page and do each thing that you are told to do.

Sounds of a Followed by r

Page 37

Say **car**, **farm**, **barn**, and listen for the sound that **a** has in those words.

In many words the letters **ar** have the same sound that they have in **car**, **barn**, and **farm**.

Read the words that follow. In saying each one, remember to use the same sound of **a** that you hear in **car**, **farm**, and **barn**.

harm bark smart yard

Now draw a line under the right answer to each question.

Which of these animals is most likely to bark?

a cat a chicken a dog

Which of these words means about the same as **smart**?

silly clever large

Which of these words means about the same as **harm**?

help pet hurt

If you were playing in a yard, where would you be?

indoors outdoors in bed

Which of these must scissors be if they are to cut well?

dark sharp smart

Which of these words tells one way to sew a hole in your clothes?

bark darn snarl

Say the word **care**, and listen for the sound that the letter **a** has.

When the letters **ar** are followed by silent **e**, the **a** often has a sound that is very much like the long sound of **a**. It is the sound that you hear in the word **care**.

Read the words that follow. In saying each one, use the sound of **a** which you hear in **care**.

dare share fare pare

Now draw a line under the best answer to each question.

To share an apple with someone else, which of these must you do?

eat it all yourself

give him part of it

give him all of it

Which of these tells how you feel about something which you don't dare to do?

You are afraid to do it.

You like to do it.

You are very happy to do it.

Which of these tells how you pay your fare on a bus or street car?

shout at the driver

give money to the driver

Which of these do you do when you pare an apple?

put the outside inside

take the outside off

Purpose

To teach pupils how to use the context and to get the meaning of a word which they can pronounce, but for which they do not know any meaning or do not know a meaning which fits that context.

New Words from the Reader

No new words

Preparation

As this is the first exercise of this type, you may wish to do the material in the left-hand column with the pupils

before having them proceed independently with the material in the right-hand column. This, however, is not necessary, as the material is all in familiar vocabulary except for the two words the meaning of which is to be figured out from the context.

Directions

Read everything that is printed on this page. This will show you a way of figuring out a meaning for a word you may never have seen or heard before. The last lines on this page tell you something that can help you with your reading if you remember it.

Helping Yourself Learn Meanings

Look at the word **ship**. You know how to say that word. You can see that it begins with **sh**, like **she**, and ends with **ip**, like **tip**. You also know what **ship** means.

Now look at the word **cargo**. You can tell how to say that word because the two parts of **cargo** are two little words which you know well, **car** and **go**.

You may not know what **cargo** means, but you can learn what it means by reading carefully the sentences which follow.

Jack's Uncle Dick is a sailor on a big ship. When Uncle Dick was at home, Jack asked him, "How many people ride on your ship?"

"Only the people who work on the ship," said his uncle. "We need the room for the cargo."

"What is cargo?" asked Jack.

Uncle Dick said, "This time our ship was carrying a cargo of coffee. Sometimes it carries a cargo of sugar. At other times the cargo may be made up of many different things, nails, pipes, and other useful things."

Draw a line under the words that tell what the word **cargo** means.

people who work on a ship
goods that a ship carries

Look at the word **frock**. It begins with **fr** as **fresh** and **friend** do. It ends with **ock** like **lock**. Now you can say **frock**.

You may not know what the word **frock** means, but you can learn what it means by reading the sentences which follow.

Sally was all dressed up, ready to go to a party.

Her mother said, "Let Daddy see how nice you look."

When Sally's father saw her, he said, "My, you look nice. Where did you get that new frock?"

"Frock?" asked Sally, looking surprised. Then she smiled.

"Mother made it for me," said Sally. "She thought I needed a new party dress."

Draw a line under the word that tells what **frock** means.

hat coat dress

Sometimes when you meet strange words in your reading, you can tell how to say them, but you may not know their meaning.

Often you can learn the meaning of such words by reading carefully the sentence in which the word is used, as well as the sentences which come before and after it.

Purpose

To give pupils opportunity to read story material that makes use of words recently introduced in the reader and to check their comprehension of the material read.

New Words from the Reader

fair, ribbon, women, fruit, pie, vegetables

Directions

First read the story about the blue ribbon pie. Then write the correct answer to each question you find at the end of the story.

The Blue Ribbon Pie

Page **39**

Bill Winter liked to cook. Other boys sometimes laughed at him, but that didn't worry Bill.

"Women aren't the only people who can cook," he said. "Some of the best cooks are men."

When Mrs. Winter started to make a cherry pie for the fair, Bill asked if he might make one too.

"Are you going to try for the blue ribbon for the best pie?" asked his father.

"Oh, no," said Bill. "I'll let you and Mother win the blue ribbons."

Soon the two pies were put into the oven. When they were baked, Mrs. Winter put hers on the table.

"I'll put your pie on the stove," she told Bill. "We'll be glad to have it when we get home."

Mr. Winter put his finest vegetables into the car. Next he put in a box of Mrs. Winter's canned fruits and vegetables.

Then Mrs. Winter asked him, "Will you please get my pie?"

When he came back with the pie, they all drove off to the fair.

After a busy, happy day at the fair, the Winters started home.

"I got two second prizes for my vegetables," said Mr. Winter.

"I got a second prize for my canned peaches," said Mrs. Winter. "And I was certainly happy when my cherry pie got a blue ribbon."

When they got home, Mrs. Winter went to the kitchen to get some food ready. The first thing she saw was a cherry pie on the kitchen table.

"Bob Winter!" she called to Mr. Winter. "Where was the pie that we took to the fair?"

"On the stove," he answered.

"That was Bill's pie!" cried Mrs. Winter. "Bill's pie was the one that got the blue ribbon!"

"Good for him!" said Mr. Winter. "Now each one of us has a prize."

Bill said, "I've told you the best cooks in the world are men."

How many in the Winter family got prizes at the fair?

Who made the pie that the judges liked best?

What people did Bill say were the best cooks?

Who took the wrong pie to the fair?

3
Bill
men
Mr. Winter



Purpose

To give practice in reading to get the meaning of paragraphs which use words recently introduced in the vocabulary of the reader.

New Words from the Reader

warm, wind, probably, safe

Directions

Read everything that is printed in each box on this page. Do just what you are told to do in each box.

Page 40

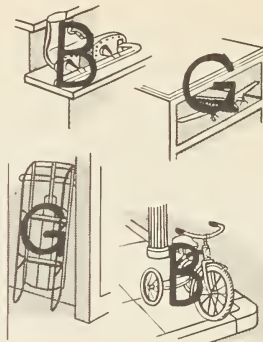
Finding the Right Pictures

Some boys and girls leave their toys on walks, in doorways, and on steps. That is not a safe thing to do. Someone may fall over them and get hurt.

Toys should be put away in a safe place when you have finished playing with them.

Put G on each picture of a toy that has been put away in a safe place.

Put B on each toy that has been left in a bad place.



Little Jeremiah is a lucky boy. He lives next door to his father's mother. He calls her Granny.

Granny likes to sew, and she sews very well. Whenever she sees a toy animal which can be cut out of cloth and sewed together, she makes one like it for Jeremiah. Jeremiah keeps all the animals that Granny has made for him in one box. He calls that box Granny's Zoo.

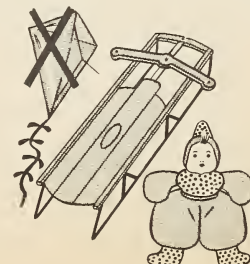
Put X on each animal that would probably be found in Granny's Zoo.



One day Mrs. Green said to Jack, "I think you should play outdoors today. This is the first warm day we have had this spring. The fresh air will be good for you."

"It is warm out," said Jack. "The wind is blowing hard too. I know just the toy I want to play with today."

Put X on the picture of the toy that Jack would probably play with on such a day.



Purpose

To give pupils practice in reading informational material which uses some words recently introduced in the vocabulary of the reader and some words which can be identified by using context and phonetic clues; to check their comprehension of this material.

New Words from the Reader

pen, close, refuse, soft

New Words Not from the Reader

lump, tall, kick. Pupils should be able to identify these words as they read, by using context and phonetic clues.

Directions

Above the black line on this page is a report about ostriches. First read all of this report; then do what you are told to do below the line. If you come to a word you do not know, use the meaning of the other words and what you know about the sounds of letters to help you decide what that word is.

Ostriches

Page 41



Ostriches are the strongest and the largest birds living in the world today, but they are certainly not the most beautiful. They have long necks, very small heads, and long, strong legs.

The only things about ostriches which are beautiful are the feathers at the ends of their wings and on their tails. The feathers are long and soft and are snow white.

You may have seen ostriches in a pen at the zoo or on an ostrich farm, but you are not very likely to see them outside of such places.

Ostrich eggs are very large. Just one ostrich egg would make a good breakfast for twelve people.

When baby ostriches come out of the eggs, they are as big as hens.

They grow very fast, and in six months are six or seven feet tall. Ostriches never learn to fly, but they can run faster than a horse.

It isn't safe to get too close to an ostrich. Those long heavy legs can kick so hard that they can hurt even a horse very badly. Then, too, ostriches like bright things like eyeglasses, pins, or earrings. If you get close enough to an ostrich, he will pull off anything bright that you are wearing, and then he'll refuse to give it back.

The foods that ostriches eat mostly are fruits and grass. The birds eat fruit in one piece. You would laugh to see the moving lump that an orange makes as it goes down an ostrich's long neck.

Put T before each sentence that is true.

Put N before each sentence that is not true.

- T - An ostrich will eat a whole apple in one piece.
- N - An ostrich egg is about the same size as a hen's egg.
- T - Baby ostriches are larger than baby chickens.
- N - Ostriches can fly very well.
- N - An ostrich would be a good pet to keep in your house.



Use after page 108 of *Looking Ahead*.

Purpose

To make pupils aware that the same word may have different meanings; to give practice in selecting the meaning that a word has in specific context.

New Words from the Reader

*bent, held, smart, fix, great, midnight, butt, shadow,
wonderful*

Preparation

Print the following sentences on the board:

A playground is a safe place to play.

Mr. Brown keeps money in a safe in his store.

Through discussion bring out the two meanings of *safe* in these sentences, *not dangerous*, and a *strong metal box*.

Directions

In each box, the same word is underlined in each of the two sentences. It has a different meaning each time it is used. Read what is printed right under the title of this page. That will tell you what you are to do in each box. Do just what you are told to do.

Page 42

Choosing the Right Meaning

In each sentence a word is underlined. At the right are some meanings which that word might have. Draw a line from each sentence to the meaning that the underlined word has in that sentence.

The bus left the station at midnight. ~~let it stay~~
 There is only one old bent nail left in ~~went away from~~
 this box. ~~still here~~

The last of the story was the funniest part. ~~wear~~
The show we are going to see will last ~~go on~~
for two hours. ~~end~~

Why does your goat always pick me to butt? pull feathers off
Tommy let Sally pick the cherries, while ~~gather~~
he held the basket. ~~choose~~

George set off for a long walk through the woods. fixed
Sylvie set the jar of fruit on the top shelf. started
placed

It would be wonderful to have a car that sound
could go as fast as an airplane does. quickly
Tommy was fast asleep in bed. caught

On First Street there are tracks for follows
trolley cars to run on. ~~footprints~~

I saw a rabbit's tracks in the snow. ~~rails~~

The size of your shadow will change as the sun climbs higher.

My father always has change in his pocket.

Jack has a great big dog that is very smart. — clever
The snow and cold wind made my face smart. — quick
— hurt



Purpose

To help develop pupils' ability to identify strange words by using letter-sound associations previously learned.

New Words from the Reader

candy, train, decide, wild, chase, leap

Directions

Read everything that is printed on this page. Do each thing that you are told to do there.

Helping Yourself Read New Words

Page 43

To help yourself decide what a new word is, notice the sound with which the word begins. Think of a word that begins with that sound and that will make good sense.

Sometimes you may think of two or three words that would make sense. Sometimes in reading the name of a book, a story, or a person, many words would make sense. Then you must look at the letters in the rest of the word.

Here is the name of a story:

The Heap of Gold

The word **heap** may be new to you. You can see that it begins with the sound of **h**. You know the sound that the letters **ea** have in the word **leap**.

Draw a line under the words that tell what this story is about.
something that music is played on
a girl with yellow hair
a pile of gold

Here is the name of another story:

Mr. Child Buys a Train

The word **child** may be new to you. You know the sound that **ch** has in **chase** and **choose**.

You know the sound that the letters **ild** have in **wild**.

Draw a line under the right answer to this question:

Is your teacher a child?

Yes No

Can you read this story name?

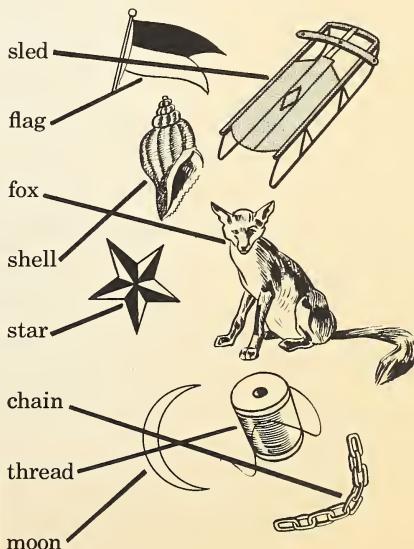
Sally's Candy Shop

Draw a line under the right answer to this question:

Is candy sold at a candy shop?

Yes No

Draw a line from each word to the picture that shows what it is.



Purpose

To give pupils practice in reading story material which makes use of words recently introduced in the reader vocabulary and words pupils can figure out by using context and phonetic clues; to check their comprehension of this material.

New Words from the Reader

plan, cash, state, indeed, won

New Words Not from the Reader

sold, born, willow. Pupils should have no trouble identifying *sold* and *born* as they read. Probably all you need to do about the word *willow* is to ask who can read the title on this page.

Directions

Read this story about the willow tree. Then do what you are told to do in the first sentence under the line. If you come to a word you do not know, use the meaning of the other words and what you know about the sounds of letters to help you decide what the word is.

Page 44

The Willow Tree

Hiram and Granny were talking about a big willow tree which stood near Granny's house.

"That's a very old tree, isn't it?" Hiram asked.

"Yes, indeed," said Granny. "Haven't I ever told you the story of how this tree got here?"

"No," said Hiram. "Tell me."

"Long, long ago," Granny began, "my father lived in another state many miles from here. Things were not going well with him, so he made plans to come to this state.

"He sold everything he could so that he would have cash to take."

"How did he come?" asked Hiram.

"On horseback," said Granny. "There were no trains to carry him out here, and no roads that he could drive a wagon over.

"This land had just been won from the Indians."

"Were you with him, Granny?" Hiram asked.

"Oh, no," said Granny. "This all happened before I was born. One day as Father rode along, he cut a branch from a willow tree. He used it to keep the flies off his horse.

"A few days later, he came to this place. When he saw the woods and the water and the good ground here, he decided that he would make his home here.

"He put the willow branch into the ground just where he thought he would build his house. The branch was green and the ground was wet, so the little branch began to grow. It kept growing until it became this big willow tree."

Write the answer to each question on the line under it.

Which was older, Granny or the willow tree?

The willow tree was older.

How did Granny's father get to his new home?

He rode horseback.

What grew to be a big willow tree?

The branch of a willow tree did.

Who picked out the place where the house was to be?

Granny's father did.

Purpose

To develop the pupils' ability to recognize sequence of ideas in material they have read, and to give an opportunity to figure out new words by using context and phonetic clues.

New Words from the Reader

proud, shine, grape, jelly, sweet, eager

New Words Not from the Reader

juice, wipe. Pupils should be able to identify these words by using context and phonetic clues.

Directions

Read everything that is printed on this page above the line. Then do what you are told to do in the sentences that are right under the line. If you come to a word that you do not know, use the meaning of the other words and what you know about the sounds of letters to help you decide what the word is.

Making Jelly

Page 45

One Saturday morning Mrs. Field said, "I must make jelly today. The grapes that Daddy picked are just right. They are partly green and partly ripe."

"Please let Janet and me make it," said Sally eagerly.

"All right," said Mrs. Field.

"How do we start?" asked Janet.

"First pull all the grapes from the bunches," said Mrs. Field. "When that is done, wash the grapes carefully in cold water."

"Shall we wipe them too?" asked Sally.

"No, leave them wet," said Mother.

Soon Janet said, "That's done, Mother. What comes next?"

"Put the wet grapes into this big pan. Then cook them until the grapes are soft and the juice runs out," said Mrs. Field.

When the grapes were soft, Mrs. Field got a big cloth bag.

"What's that for?" asked Sally.

"We use only the juice to make the jelly," said Mrs. Field. "We'll put the cooked grapes in this cloth bag. The juice will go through the cloth, but the grapes won't."

It took a long time for all the juice to run through the cloth bag into the pan that was put there to catch it.

"Now you add sugar to make it sweet," said Mrs. Field. "Janet, you put one cup of juice into this big pan, and, Sally, you add a cup of sugar. Keep doing that until you have used all the juice."

The two girls cooked the juice and sugar together until Mrs. Field said it was done.

Then the jelly was put into clean, hot glasses.

As Mrs. Field looked at all the shining glasses, she said, "You girls should be proud of that jelly. It looks so pretty!"

Here are six things that the girls did. Put 1 in front of what they did first. Put 2 in front of what they did second, then put 3, 4, 5, and 6 where they belong.

- 6 - Put the jelly into glasses.
- 3 - Put the grapes in a bag.
- 2 - Cooked the grapes.

- 1 - Washed the grapes.
- 5 - Cooked the sugar and juice.
- 4 - Added sugar.



Purpose

To give pupils practice in reading for details in informational material, which uses a few words that the pupils can identify by using context and phonetic clues.

New Words from the Reader

clippers, special, wool, square, tight

New Words Not from the Reader

shear, yarn, thread. Pupils should be able to identify

these words as they read, by using context and phonetic clues.

Directions

First read this report about where wool comes from. Then follow the directions that you will find below the line. If you come to a word you do not know, use the sense of what you are reading and what you know about the sounds of letters to help you decide what that word is.

Where Wool Comes From



Did you know that the wool which is used to make your warm woolen clothes was once growing on the body of a sheep?

Some sheep have much better wool and more of it than others. The special kind of sheep shown in this picture is highly prized for its fine wool. You can see that it has a lot of wool. Except for the tip of its nose, its eyes, and its feet, it is covered with wool.

See how square this sheep's body looks. That is because it has such a wide back. The best wool on any sheep grows on its back.

Most sheep are sheared just once a year. That means that their wool is clipped off.

Shearing a sheep is not an easy job. It takes a long time to learn to do it fast and well.

A man who is good at it can shear a sheep by hand in about the same time that it takes to cut a boy's hair. The clippers that a sheep shearer uses look like those that are used on a boy's hair, except that the sheep clippers are much larger. Sometimes sheep clippers are run by motors, and that makes the shearing go faster.

After the wool is clipped, it is sent off to be cleaned. Then it is made into yarn and cloth.

Put X before every answer that is right.

Why is the kind of sheep shown in the picture so highly prized?

Its wool is a pretty color.

X It has a lot of very fine wool.

Why does this sheep's body look so square?

Its wool is so tight.

X Its back is so wide.

What do men use to shear sheep?

Small scissors

X Clippers

On what part of a sheep does the best wool grow?

X Its back

Its hind legs

Its ears



Purpose

To give pupils practice in distinguishing between words which do and words which do not fit a specific context.

New Words from the Reader

act, arrive, bundle, though, crowd, expect

Preparation

No preparation should be necessary except for indi-

vidual pupils who had difficulty with the similar exercise on page 25.

Directions

First read the sentences that are right under the title of this page. Then do just what you are told to do there.

Words That Make Good Sense

Page 47

In each box there is a word which doesn't make good sense. Read all that is said in the box. Find the word. Draw a line through it.

Draw a line under the word at the bottom of the box that should be used in place of the word you crossed out.

Mrs. Green had just come in Mrs. Grundy's front door when the telephone began to ring.

When Mrs. Grundy answered, she found it was Mr. Green. He asked to talk with Mrs. Green.

"She is right here," said Mrs. Grundy. "She has just ~~left~~."

gone arrived expected

Dick Hill's father took him to see a wild animal show.

As they came near the show, Mr. Hill said, "Just see what a big crowd is waiting to get in."

"It must be good," said Dick, "or there wouldn't be so many people who are ~~afraid~~ to see it."

eager frightened refusing

Bill Judge's mother sent him to get a bundle at Mrs. Hill's house.

"Take your wagon," said Mrs. Judge. "It's a great big bundle."

Off went Bill, pulling his wagon.

When Mrs. Hill gave him the bundle, Bill put it in his ~~poeket~~ and went back home.

hand shoe wagon

When Janet opened the door, there stood her Uncle Jack.

"Uncle Jack!" she cried.

"You certainly act as though you didn't expect me," said her uncle. "Your mother knew I was coming, but I can see she didn't tell you. I guess she wanted you to be ~~unhappy~~ when I arrived."

asleep company surprised

Dick asked his father for some wood, so he could make a wagon.

"Here are some pieces that you can cut to make the body," said his father. "And these four pieces will make four good ~~square~~ wheels."

soft bicycle round

Bill, Jack, and Bob were racing.

At first Jack was ahead, but soon Bob passed him. Just before the finish line, Bill passed the others and ~~lost~~ the race.

watched won tied



Use after page 129 of *Looking Ahead*.

Purpose

To check pupils' ability to recognize, without the aid of context clues, thirty-five words introduced on pages 70 through 112 of *Looking Ahead*.

Directions

In each box draw a line under the one word that I say. I'll begin with the first box and go across the row.

Give pupils any help needed in keeping the place.

First Row: book, mark, write, ourselves, woke

Second Row: fair, ribbon, women, fruit, pie

Third Row: vegetable, warm, wind, probably, safe

Fourth Row: bent, pen, close, refuse, soft

Fifth Row: held, smart, fix, great, midnight

Sixth Row: butt, shadow, wonderful, candy, train

Seventh Row: decide, wild, chase, leap, plan

Page 48

Words You Should Know

look <u>book</u> luck	<u>mark</u> make mail	white <u>write</u> wrong	<u>ourselves</u> outside ostrich	work word <u>woke</u>
farm four <u>fair</u>	<u>ribbon</u> riding right	world won't <u>women</u>	front <u>fruit</u> from	piece <u>pie</u> pin
<u>vegetable</u> vacation violets	wand wagon <u>warm</u>	wing <u>wind</u> wild	problem <u>probably</u> proudly	sale save <u>safe</u>
best <u>bent</u> been	pan plain <u>pen</u>	cloth <u>close</u> clown	<u>refuse</u> return report	short <u>soft</u> sound
hello help <u>held</u>	small <u>smart</u> smell	fine fire <u>fix</u>	gray <u>great</u> green	<u>midnight</u> middle might
busy <u>butt</u> burned	shape shall <u>shadow</u>	woodman <u>wonderful</u> wouldn't	carry <u>candy</u> can't	<u>train</u> track turn
desks <u>decide</u> daughter	wind wide <u>wild</u>	chair <u>chase</u> cash	leave learn <u>leap</u>	<u>plan</u> plain place



Purpose

To develop pupils' ability to visualize a situation and make judgments about it.

New Words from the Reader

agree

Directions

Read everything above the line first. That will tell you what you are to do with the work below the line. Do just what you are told to do.

How to Act Toward a Newcomer

Page 49

Jack Bent has just moved to a new town. On Monday morning he will go to the Green School for the first time. He knows where the school is, but he doesn't know any of the boys or girls.

Jack isn't very happy about going to school on Monday with a new teacher and a roomful of children who are strangers to him. But Jack will probably find that things won't be as bad as he thinks.

There are many things that the boys and girls at school can do to make a newcomer feel at home and forget that he is a stranger.

Under the line you will find some things which the boys and girls might do during Jack's first few days at school. Read each thing. If you think it is something Jack would like to have done, write **Yes** after it. If you think he wouldn't like it, write **No**.

Talk to him in a friendly way whenever they have a chance. **yes**

Just leave him alone for a few days. **no**

Tell Jack their names when they first talk to him. **yes**

Say "Hello" when they pass him on the street. **yes**

Show him how to find his way around the school. **yes**

Agree to hide his books or play mean tricks on him. **no**

Ask him to play with them after school. **yes**

Laugh when he does not know an answer. **no**

Always let him walk home and to school by himself. **no**

Answer politely any questions that he asks. **yes**

Ask him about the school and town that he came from. **yes**

Tell him things that he should know about the school. **yes**

Help him take part in games that they are playing. **yes**

Make fun of him because of the way he talks. **no**

Purpose

To give pupils practice in using what they have learned about the use of context and phonetic clues to identify strange words in reading.

New Words from the Reader

No new words

Directions

First read what is printed right under the title. Think about what those sentences tell you as you read what is in each box below. Do just what you are told to do in each box.

Page 50

Helping Yourself Read New Words

In these boxes you may find some words you have never seen before. You can read them if you do two things. First look to see what sound the word begins with.

Then think of a word which begins with that sound and which will make good sense.

The pictures may help you tell if your word is right.

You have probably heard people say **kids** when they meant children. Kids aren't really children. Kids are really young goats. Kids run on four legs, not two. They like to butt one another with their horns.

Put X on the kid that is butting another kid.



Every day Bill, Ann, and Freddy go to Mrs. Grundy's store to buy candy.

Bill always gets a striped candy cane. Ann likes jelly beans and she buys some every day. Freddy spends all his pennies on lollipops. He likes to have his candy last a long time.

Put B on the candy Bill buys.

Put A on the candy Ann chooses.

Put F on the kind Freddy buys.



One day little Tommy was riding on the train with his father. Tommy was looking out the train window and watching the shadow of the train.

Suddenly, Tommy said, "Daddy, I can't see the shadow any more!"

His father said, "The sun has gone behind a big cloud. The train cannot make a shadow when clouds cover the sun."

Put X on the picture that shows what stopped the train from making a shadow.





Purpose

To give pupils practice in recognizing the form and meaning of common contractions.

New Words from the Reader

No new words

Preparation

No preparation should be necessary, as contractions

have been taught previously in the reader. However, you may wish to review contractions briefly with a slow or immature group.

Directions

Read everything that is said above the line. It will explain what you are to do with the rest of the page. Then read everything below the line and do just what you are told to do.

One Word Instead of Two

Page 51

In the word **didn't** the mark ' shows that **o** has been left out. In other words the mark ' may show where another letter or perhaps two or more letters have been left out.

We're stands for **we are**. The mark ' shows that the letter **a** has been left out.

I've stands for **I have**. **I'd** may stand for **I had**, **I would**, or **I should**.

In the sentences which follow, draw a line under each word that stands for two words. At the right find the two words that it stands for. Draw a line under those words.

"Look," said Jack. "There's a cat in the cage with that monkey. They're playing together."

"Yes," said the zoo keeper, "and you'd never guess how those two became friends."

"How?" asked Jack. "I'd like to know."

The keeper said, "The monkey couldn't learn to get along with other monkeys so we've always kept him in a cage alone."

"One day the cat walked into the monkey's cage. I thought he'd run away as soon as he'd seen the monkey, but he did not."

"I was so sure there'd be trouble that I thought I'd better get a broom to keep them apart."

"When I returned they'd already become fast friends and they've been friends ever since."

"There's never been trouble between them even when they eat, because cats and monkeys don't like the same foods."

That is There is
They are There are

you had you would

I did I would
could not could have

we were we have

he has he would
he had he did

there was there would
I did I had

they had they would
they have they were

There has There is

do not does not



Purpose

To reteach the two sounds of the letter *c* taught on page 130 of *Looking Ahead*, and to give practice in using those sounds to read words which may be strange to your pupils.

New Words from the Reader

notice, whether

Directions

Read everything that is printed above the line on this page. Think about what you read there as you do what you are told to do on the rest of the page.

Page 52

Hard c and Soft c

Look at these words. Notice where the letter *c* comes in each.

call because magic

Now say those words and listen for the sound that the letter *c* has in each word. It is the same sound that *k* has in **kite** and **keep**. The sound of *c* that you hear in **call**, **because** and **magic** is called the hard sound of *c*.

Now look at the words below, and notice where the letter *c* comes in each one.

city decide face

Say those words and listen for the sound that the letter *c* has in each word. It is the same sound that the letter *s* has in **said** and **see**. That sound of *c* is called the soft sound of *c*.

Say each of the following words to yourself. Decide whether the *c* has the soft or hard sound in each.

cent S dance S card H cash H music H
carpet H certain S princess S city S careful H

If *c* has the soft sound, write **S** after the word. If *c* has the hard sound, write **H**.

When you are reading and find a new word that begins with *c*, notice the second letter in the word. If it is *e*, *i*, or *y* try the soft sound of *c* first. If it is *a*, *o*, or *u*, try the hard sound first.

Draw a line under the best answer to each question that follows.

When you draw a circle, what shape do you try to make it?

square three-cornered
round

If your seat is in the center of the room, where must it be?
at the front at the back

in the middle

If someone gave you a jar of cider, what would he expect you to do with the cider?

paint with it drink it
put it on your bread

Which of these can walk upside down on the ceiling?

a kitten a puppy a fly



Purpose

To reteach the two sounds of the letter *g* taught on page 131 of *Looking Ahead*, and to give practice in using those sounds to read words which may be strange to your pupils.

New Words from the Reader

No new words

Directions

Read everything that is printed above the line on this page. Think about what you read there as you do what you are told to do on the rest of the page.

Hard g and Soft g

Page 53

Look at these words. Notice where the letter *g* comes in each.

goat began dog

Now say those words and listen for the sound that the letter *g* has in each word.

The sound of *g* that you hear in **goat, began, and dog** is called the hard sound of *g*.

Now look at these words, and notice where the *g* comes in each.

giraffe larger cage

Now say those words and listen for the sound that the letter *g* has in each word.

The sound of *g* that you hear in **giraffe, larger, and cage** is called the soft sound of *g*.

Say each of the following words to yourself. Decide whether the letter *g* has the soft or the hard sound in each word. If *g* has the soft sound, write **S** after the word. If *g* has the hard sound write **H** after the word.

George S gingerbread S gate H good H garden H

When you are reading and see a new word that begins with *g*, notice the second letter in the word. If it is *e*, *i*, or *y*, try the soft sound of *g*. If the word does not make sense, try the hard sound. If the letter which follows *g* is *a*, *o*, or *u*, try the hard sound first.

Draw a line under the best answer to each question that follows.

Where would you expect ginger to be used?

on oatmeal in cookies
in butter

When a horse gallops, how fast is he going?

not at all very slowly
very fast

If a man were the size of a giant, how big would he be?

very small very large
about your size

Which of these do you often find on a stick of gum?

a strong rope shiny paper
a loaf of bread

Purpose

To give pupils practice in reading informational material and to check on their comprehension of this material.

New Words from the Reader

hound (used in the compound word *bloodhound*), *ranger*, *Tennessee*, *country*, *crack*, *travel*

New Words Not from the Reader

bloodhound. Point to the word *Bloodhounds* used as

the title of this page. Tell pupils to notice what sound the word begins with. Also point out that the last part of this compound word is a word they have just had in their reader. Then ask who can tell what that word is.

Directions

Read this report about bloodhounds. Then follow the direction you will find right under the line.

Page 54

Bloodhounds



The sad-looking dogs in this picture are bloodhounds. They aren't pretty, but they are smart.

Most dogs have a better sense of smell than people have. That means that dogs can smell things which people can't smell at all.

Bloodhounds have a better sense of smell than other dogs. They can find the way a man has traveled just by smelling the ground where he has walked. It is easier for the dogs to track someone who has passed by just a short time before, but they have followed a man's tracks two days after he has gone by that part of the country.

Bloodhounds have saved the lives of many people by using this wonderful sense of smell.

Once a family who were traveling by car stopped to eat by a road in Tennessee. Nearby were some woods. As they were resting, a little girl in the family got away from the others and they couldn't find her.

The girl's father hurried to a ranger station. A ranger came back with him and brought a bloodhound to help find the girl.

The ranger let his dog smell a toy the girl had played with. Then the dog smelled the ground until he found where she had walked.

The bloodhound tracked the girl to an old house far back in the woods. The men found the girl looking through a crack in the door at the dog. She didn't know that he had helped to find her.

Put X before each sentence that is true.

---- Bloodhounds always look happy.

---- They are beautiful dogs.

X ---- One bloodhound found a girl when her father couldn't.

---- Bloodhounds track people by watching where they go.

X ---- Bloodhounds have saved many people's lives.

---- It is easy for the dogs to follow tracks a week old.



Purpose

To review the sound that the consonant blend *qu* has at the beginning of a word and to give pupils practice in using that letter-sound association to read words which may be strange to them.

New Words from the Reader

free, lend, quite, finally, spoke

Directions

First read everything that is printed here. **Point to material between title and top of first box.** Think about what you have read there as you read what is printed in each of the other two parts of the page. Be sure to do everything you are told to do.

The Sound of qu

Page 55

Notice the sound of **qu** in the words **queer, quick, and quite.**

In the following boxes, you may find some words that are new to you. Most of them begin with **qu**.

Notice the beginning sound of each new word. Then think what word that begins with that sound would make good sense in what you are reading.

Mrs. Long wanted to make ice cream, but she didn't have quite enough milk. She spoke to her son Bill about it.

"I wonder whether Mrs. Judge could lend me a quart," she said.

"Mrs. Judge just went out," said Bill, "but if you'll give me a quarter, I'll hurry to the store and buy a quart for you."

"Thanks," said Mrs. Long. "Here's the quarter. Hurry back."

Put an X on what Bill was to get.

Draw a line under the word that tells what a quarter is.



food money ice cream

Bob had just learned to quack like a duck. He did it so well that it was hard to tell whether it was Bob or a real duck quacking.

Bob's father was trying to read his paper when Bob was quacking outside the window.

Finally his father said, "Who owns that noisy duck? If he doesn't quit quacking, I'll catch him, and we'll have free duck for dinner."

Bob's mother said, "We have had that duck for dinner every day for ten years."

Put X on what Bob sounded like.

Draw a line under the word that means about the same as **quit**.



keep hear stop



Purpose

To give pupils practice in reading words that may be strange to them by using initial sound and the vowel-consonant combination *ug*, as in *bug*.

New Words from the Reader

bug, idea, potato, mule, suppose

Directions

First read everything that is printed between the title and the first line across this page.

Then read the direction that is right under that line. Do just what you are told to do in each box.

Page 56

Helping Yourself Read New Words

The words printed in very black letters all end like the word **bug**, but each begins with a different sound. You can read these words if you do these things:

1. Think of the sound with which the word begins.
2. Think how the word **bug** ends.
3. Put the two sounds together and say the new word.

Draw a line under the best answer to the last question in each box.

Dick **dug** a big hole in the sand by the sea. Then he watched the sea water come up in the hole.

What did he do to dig the hole?
put sand into it ate some sand
took sand out of it

When Granny's father was a little boy, he had to bring water from the spring to the house.

Which of these would have been good to carry the water in?

a slug a lug a jug

Little Betty liked cats very much. The first time that she saw the big wildcat at the zoo, she said, "Daddy, I'd like to **hug** that cat."

Do you suppose her daddy thought that was a good idea?

Yes No

Sally said, "Mother is making something pretty to put on the floor in my room."

What was Mother making?

a rug a jug a bug

Hiram's mule didn't want to follow him. So Hiram put a rope on the mule. He had to **tug** hard on the rope to make the mule move.

What does **tug** mean?

sit push pull

When Sam's mother sent him to buy some potatoes for her, he saw a sign **Drugs** on one store.

Do you think he would find any potatoes for sale there?

Yes No

When Bill was at Granny's house, she gave him a big cup to use. She called it a **mug**. She said it had belonged to Bill's father.

Which of these do you think Granny probably put in the **mug**?

cake potatoes cocoa

Little Jody was running around saying, "**Chug, chug, chug, chug.**"

Which of these do you suppose he was trying to sound like?

a rooster a kitten a tractor

Purpose

To give pupils practice in recognizing similar meanings of words and groups of words.

New Words from the Reader

course, pack, peddler

Preparation

No preparation should be necessary except for pupils who had real difficulty with the similar exercise on page 24.

Directions

The first three lines after the title on this page tell you what you are supposed to do on the rest of the page. Read those three lines and then do just what you are told to do there.

Different Ways of Saying the Same Thing

Page 57

Read each sentence and the words under it.
Draw a line under the word that means about
the same as the underlined word or words.

One day a peddler opened his pack of goods at Jody's house.

lots truck bundle

Everyone gathered around him to see what was in the pack.

picked ruffled crowded

Soon everyone except Jody had bought something.

with but also

At last Jody found just the music box he wanted to own.

first finally surely

He had made up his mind to buy it until he learned that it cost five dollars.

forgotten decided cried

Then Jody knew he couldn't buy it because all the cash he owned was four dollars.

money pack pay

Of course Jody felt sorry that he didn't have another dollar.

happy sad merry

The peddler had started down the road when Jody saw a gold pin that had fallen from the pack.

dropped climbed grown

Jody leaped from his chair, picked up the pin, and ran down the road after the peddler.

jumped fell rolled

The peddler had gone a longer way than Jody had expected.

faster farther nearer

But Jody caught up with the peddler and handed the pin to him.

showed gave bounced

"Thank you," said the peddler. "I am pleased to get that pin back, though I hadn't missed it."

happy surprised sorry

Then the peddler said, "Of course, I want to give you a present to pay you for all this trouble."

perhaps instead certainly

"Oh, no," said Jody politely.

"Then suppose I let you have the music box for only four dollars," said the kind old peddler.

twice just almost

"Oh, thank you," said Jody.

"Come," said the peddler. "I'll return to the house with you."

go back turn around give back

Purpose

To check pupils' ability to recognize, without the aid of context clues, forty-two words introduced on pages 113 through 142 of *Looking Ahead*.

Directions

In each box, draw a line under the word that I say. I'll begin with the first box and go across the row.

Give pupils any help needed in keeping the place.

First Row : cash, state, indeed, won, proud, shine

Second Row : grapes, jelly, sweet, eager, clippers, special

Third Row : wool, square, tight, act, arrive, bundle

Fourth Row : though, crowd, expect, agree, notice, whether

Fifth Row : hound, ranger, Tennessee, country, crack, travel

Sixth Row : free, lend, quite, finally, spoke, bugs

Seventh Row : potato, idea, mule, suppose, course, peddler

Words You Should Know

catch chase <u>cash</u>	start <u>state</u> stall	<u>indeed</u> instead inside	who win <u>won</u>	porch power <u>proud</u>	shelf <u>shine</u> side
grass <u>grapes</u> great	<u>jelly</u> joke judge	sheep sleep <u>sweet</u>	each <u>eager</u> early	coffee climber <u>clippers</u>	spend <u>special</u> spring
wood <u>wool</u> woke	stair squawk <u>square</u>	tidy <u>tight</u> light	able ask <u>act</u>	<u>arrive</u> around arms	bunch burned <u>bundle</u>
thought <u>though</u> through	cross cried <u>crowd</u>	except <u>expect</u> excite	again apart <u>agree</u>	<u>notice</u> nothing nicest	wherever whisper <u>whether</u>
round house <u>hound</u>	<u>ranger</u> rooster rabbit	Tomorrow <u>Tennessee</u> Thursday	counted <u>country</u> course	<u>crack</u> cream crowd	trouble <u>travel</u> tractor
fresh fire <u>free</u>	laid <u>lend</u> leap	quick <u>quite</u> queer	<u>finally</u> <u>finish</u> family	spend <u>spoke</u> special	bags butts <u>bugs</u>
pocket <u>potato</u> power	<u>idea</u> island indeed	mumps must <u>mule</u>	<u>suppose</u> surprise sudden	could count <u>course</u>	pitter patter <u>peddler</u>

Purpose

To give pupils practice in visualizing as they read.

New Words from the Reader

interesting, heavy, lean

Directions

Read all that is said in each part of this page. Do just as you are told to do there.

Finding the Right Picture

Page 59

Daniel thought that he had never seen anything funnier than Mr. Nathan and Mr. Hodges walking together.

Mr. Hodges was a short, heavy man who was almost as big around as he was tall. Mr. Nathan was so tall and lean that he made Daniel think of a telephone post.

Find the picture of Mr. Nathan and Mr. Hodges walking together. Put N on Mr. Nathan. Put H on Mr. Hodges.



Mr. Hodges and Mr. Nathan each owned a dog. The dogs were just the opposite to their owners in size and shape.

Mr. Hodges owned a tall, lean dog with a long tail, short hair, and short ears.

Mr. Nathan had a big, heavy dog with short legs. His tail and ears were short too.

In the picture find the dogs that belonged to Mr. Nathan and Mr. Hodges. Put N on the dog that Mr. Nathan owned. Put H on the dog that Mr. Hodges owned.



Daniel often looked funny too. Though Daniel was a very small boy, he liked to wear a great big cowboy hat. It was so big for him that sometimes it was hard to be sure that it was really Daniel who was wearing it.

Daniel always had his dog with him, too. The dog was a big one with long black hair.

Put a D on Daniel.





Purpose

To give pupils practice in reading to draw conclusions.

New Words from the Reader

hundred, least, nod, Boston, ocean, trudge

Directions

Read the sentence right under the title of this page. It will tell you what you are to do in each box. Do just what you are told to do.

Answering Questions

Draw a line under the best answer to each question.

"Get up! Get up!" Dick called to his brother Tommy. "Daddy is going to take us to Boston today."

"How will we go?" said Tommy.

"Guess," said Dick. "It's at least a hundred miles to Boston, and Daddy wants to be home tonight. We could drive there and back in one day, but our car isn't running."

What do you think they used to go to Boston that day?

a wagon a train bicycles

One snowy day Mrs. Cross was worried because her son Bill was so late coming home from school.

At last Bill trudged up the walk.

"What happened?" she asked.

"The bus broke down," said Bill. "We had to trudge all the way home. The snow must be a foot deep, and I had to walk about two miles."

How must Bill have felt when he reached home?

fresh tired excited

Betty sat reading her story book for a long time. Then her eyes began to close, and her head began to nod. She tried to keep her eyes open, but she just couldn't do it.

How did Betty feel?

hungry angry sleepy

"I spent my vacation with my Uncle Tom," said Jack. "I played in the sand, and I went into the water every day."

"The most exciting day we had was the day of the big wind. Big waves washed up from the sea almost to Uncle Tom's door."

Where was Uncle Tom's house?
in a little garden by the ocean
in the middle of a city

Dick was reading a story about a wonderful carpet. The man who owned it could sit on the carpet and wish to be anywhere in the world. Then the carpet would fly over hills and fields and oceans until it reached the place where the man had wished to be.

What kind of carpet must it surely have been?

red ragged magic

While Dick was reading a story, he was so interested in it that he didn't hear anything that went on around him. His mother had to call him twice when dinner was ready.

What kind of story must Dick have thought it was?

sad interesting silly

Purpose

To extend the pupils' concept of the word *half*.

New Words from the Reader

cousin, imagine, visit, empty, half, supper

New Words Not from the Reader

The word *past* which occurs on this page has not pre-

viously been introduced in the reader, but the context is very strong and pupils should be able to identify it easily as they read.

Directions

Read everything that is printed on this page. Be sure to do each thing that you are told to do.

What the Word *Half* Means

Page 61

When anything is made into two parts of the same size, each of the parts is called a **half**.

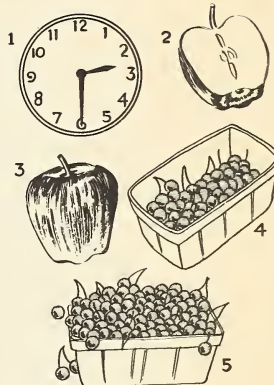
The pictures in this box are numbered.

After each question, write the number of the picture that shows the answer.

Which of the pictures shows half of an apple? 2

Which of the pictures shows a basket that is half full? 4

Which picture shows that the time of day is half past two? 1



Read what is said in each box that follows.
Do what you are asked to do there.

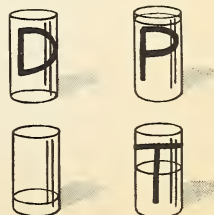
Imagine that you are to take half of this cake to your cousins when you visit them.

Draw a line across the cake to show where you would cut it, so that you could take half to your cousins.



When Mother started to do the supper dishes, she said, "Penny, come here and drink your milk. You didn't drink any. Tommy, you come and finish yours. Your glass is half full. Dick's glass is empty. He drank every drop of his milk."

Here is a picture of the children's glasses. Put P on Penny's glass. Put T on Tommy's and D on Dick's.





Use after page 153 of *Looking Ahead*.

Purpose

To give pupils practice in using the consonant blend *scr* to read words which may be new to them.

Note: Although pupils have met only one word in the reader with this initial blend, they have had so much practice in phonics in this workbook that they should be able to make the letter-sound association for this blend very easily.

New Words from the Reader

scold, silver, heart, scratch

New Words Not from the Reader

chalk. Pupils should be able to identify this word as

they read, using context, phonetic, and picture clues.

Preparation

No preparation should be necessary. However, with a group that is weak in using phonetic clues, you may wish to put *scratch* on the board, point out the first three letters, and then give examples of other words that begin with that same sound, such as *scream, scratch, scrap*.

Directions

First read what is printed between the title and the first line across the page. Then read everything on the rest of the page and do what you are told to do there.

Page 62

The Sound of *scr*

Hear the sound that the letters *scr* have in the word *scratch*. In each box that follows, you will find words that begin with *scr*.

If any one of those words is new to you think of a word that begins like *scratch* and which will make good sense in that sentence.

One day Bob's little brother Tommy found a piece of white chalk. He had a fine time making hearts and squares on the sidewalk.

When his mother saw what he had done, she scolded him and told him he must scrub the walk until it was clean again.

While Tommy was scrubbing the walk, Bob came home. He asked his mother what had happened. When she told him, Bob said, "Maybe Tommy didn't know any better."

His mother said, "I'm sure he did know better, and I hope that next time he'll not only know better but will do better too."

Find the picture of Tommy scrubbing the walk. Put X on that picture.



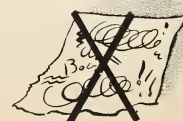
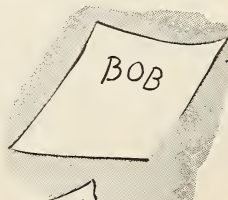
A few days later, Bob came home with a new silver pencil. Bob was eager to try it, so he began to scribble on a piece of paper.

His mother said, "What are you writing?"

"I'm not really writing," said Bob, "I'm just scribbling on this old scrap of paper."

"Scrap of paper!" said his mother. "That's a letter that I started to write to Granny. I'll have to tie Tommy's hands and yours too, if I don't want everything scribbled on."

Find the picture of a scrap of paper that has been scribbled on. Put X on it.



Purpose

To give pupils practice reading words that contain the diphthong *oi* and that have not yet been introduced in the reader vocabulary.

New Words from the Reader

salt, voice, appear, hay, lay, yard, flash

Preparation

No preparation should be necessary with the average

group. With a slow group you may wish to read with the pupils the instructional material above the boxes, to be sure they understand it.

Directions

First read what is printed between the title and the boxes. Then read what is in each box and do what you have been told to do there.

The Sound of *oi* and *oy*

Page 63

Say **voice** and **noise**. Notice the sound that **oi** has in the middle of those words. It is the sound that **oy** has at the end of **boy** and **toy**. The letters together almost always have the sound that you hear in **noise** and **voice**.

John said, "Lay a coin in my right hand, and quick as a flash I'll make it appear in my other hand."

If John's trick works, what will appear in his left hand?

nothing money chalk

"Shall I wear my blue dress today?" Sally asked.

"Not the blue one," said her mother. "That dress is soiled. Wear the yellow one. That's nice and clean."

What should be done to the soiled dress before Sally wears it?

It should be washed.

It should be made.

It should be finished.

Mr. Jack had toiled in the hay field from the time the sun had appeared that morning until after it had set that night.

What had Mr. Jack been doing all day?

resting working hard dancing

As you read the rest of this page, use that sound to help you read words which may be new to you.

Be sure that the word you decide on makes good sense.

In each box, draw a line under the best answer to the last question.

"The soil in my yard is too poor to grow good vegetables," Mr Nathan said.

What is so poor in his yard?

Mr. Nathan vegetables
the ground

Mrs. Jackson was making some red mittens and some blue mittens.

"Which mittens are for me?" asked Betty.

"You may have the red ones or the blue ones," said Mrs. Jackson. "Take your choice."

Which mittens did Mrs. Jackson mean Betty might have?

only the blue ones only the red ones
whichever ones she wanted

Mrs. Johns said, "When I cook vegetables, I put one cupful of water in a pan and add a little salt. When the water is boiling, I put the vegetables in it."

What is boiling water sure to be?

icy quite cold very hot



Purpose

To give pupils practice in reading pairs of words which vary only in the vowel sound within the words, each pair representing the long and short sounds of *i*.

New Words from the Reader

No new words

Directions

First read everything at the top of the page. Then read the directions that are between the line and the boxes. Then do what those directions tell you to do.

Page 64

Long and Short Sounds of *i*

As you say **fix**, **hill**, and **trick**, listen for the sound that the letter **i** has in those words. That sound is called the short sound of **i**.

Now listen to the sound that the letter **i** has in **nice**, **shine**, and **mile**. That sound is called the long sound of **i**.

When **i** is in the middle of a word and is the only vowel in the word, **i** has the short sound.

When **i** is in the middle of such words as **nice**, **shine**, **mile**, and there is just one letter between the **i** and the **e**, the letter **i** almost always has the long sound.

Read the two words at the top of each box. Then read the sentence in the box. Decide which of the two words will make good sense in the blank in the sentence. Write that word where it belongs.

pin pine Dick sat down under a tall green <u>pine</u> tree to rest.	dim dime One <u>dime</u> will buy as much as ten pennies will.
bit bite Bill was careful to pick up every <u>bit</u> of paper that he had dropped on the floor.	hid hide No one could find Jody when he <u>hid</u> in a stall in the old red barn.
rip ripe Andy was worried about the big <u>rip</u> in his new suit.	slid slide Bob thought it was fun to <u>slide</u> down the icy hill.
strip stripe When Dick's dog cut his foot Dick put a <u>strip</u> of clean white cloth around it.	trip tripe Betty was quite excited about her <u>trip</u> to the city, as she had never gone there.

Purpose

To give pupils practice in reading and interpreting figurative language.

New Words from the Reader

pile, sir, doctor, replied, serious, clear, enjoy, lift

New Words Not from the Reader

group. Use the procedure for introducing new words in the Teacher's Edition of *Looking Ahead*, using the following sentence:

Jack and I are in the same reading *group*.

Preparation

As this is the first exercise of this type in the workbook, you may wish to read or have read aloud the instructional material, and allow discussion to be sure pupils understand what they are to do.

Directions

Read everything that is printed above the boxes. Do just what you are told to do in each box.

What Does It Mean?

Page 65

As you read the group of sentences which follows, notice the group of words which is underlined.

"What should I get Jack for his birthday?" asked Doctor Brown.

"He has set his heart on a box of magic tricks," said Mrs. Brown.

Now read these groups of words: has drawn a picture of his heart on wants more than anything else

Which of those two groups of words means about the same as has set his heart on?

Mrs. Brown could have said, "What he wants more than anything else is a box of magic tricks."

As you read, decide what each group of underlined words means.

Underline the right answer to the last question in each box.

"It's too bad that you are alone in the world," the peddler said seriously to Nathan.

What did the peddler mean by the words, alone in the world the only boy in the world without a family of his own

"I won't buy anything from the peddler, for I don't wish to throw my money away," said Abbie.

What did Abbie mean by the group of words that is underlined? throw my money on the ground spend money for something silly

Mrs. Banks looked at her upset kitchen and said, "There's a pile of work to be done here."

What did Mrs. Banks mean by the group of words, a pile of work? just a little work much work no work at all

With a heavy heart, Nathan began the long trudge home.

What does the group of words, with a heavy heart, mean? clearly sadly dancing along

"Would you enjoy traveling with me?" asked the peddler.

"Oh, yes, sir," replied Nathan. "I'd enjoy it with all my heart."

What did Nathan mean by the group of words, with all my heart? not at all very, very much

John said, "Daddy's car broke down when he was coming home, but Mr. Bridges came along in his car and gave Daddy a lift."

What did John mean by the group of words, gave Daddy a lift? carried Daddy in his arms gave Daddy a ride

Purpose

To give pupils more practice in reading and interpreting figurative language.

New Words from the Reader

meal, meet, trade, cheerful, length, needle, spice, anxious, chose, events

Preparation

No preparation should be necessary as the exercise on this page is similar to that on the previous page.

Directions

Read what is printed between the title and the top of the boxes. Do just what you are told to do there.

Page 66

More About Meanings

As you read what is printed in each box, decide what each underlined group of words means.

Put X before the word or group of words which means about the same as the underlined group of words.

Abbie ate silently. She never lifted her eyes during the meal.
 --- picked up her eyeglasses.
 --- looked down
 X --- looked up

Mr. Ellis was anxious to finish his trading before night fell.
 --- the sun came up
 --- the day began
 X --- it grew dark

Nathan's heart was light as he traveled along with the peddler.
 --- Nathan felt very sad.
 X --- Nathan was cheerful.
 --- Nathan's heart turned yellow.

John was told to stop at the bakery and pick up a spice cake.
 --- lift
 --- get off the floor
 X --- buy

Mrs. Dicks was just learning to drive a car, so she never chose a busy street to drive on.
 --- a street that worked hard
 --- a street with no cars on it
 X --- a street with lots of traffic

Nathan thought over the events of the day. Then a thought flashed into his mind.
 --- lighted up
 X --- came suddenly
 --- burned

Mrs. Johns went to many stores to try to find a needle of the right length. At last, she had to give up.
 --- look around
 X --- stop trying
 --- return things

Mrs. Ellis smiled warmly as she came out to meet Daniel and Nathan.
 X --- smiled in a friendly way
 --- smiled on a hot day
 --- looked cross

Purpose

To check pupils' ability to identify, without the use of context clues, forty-two words introduced on pages 140 through 161 of *Looking Ahead*.

Directions

In each box, draw a line under the one word that I say. I'll begin with the first box and go across the row.

Give pupils any help needed in keeping the place.

First Row: pack, interesting, heavy, lean, hundred, least

Second Row: nod, Boston, ocean, trudge, cousin, imagine

Third Row: visit, empty, half, supper, salt, scold

Fourth Row: silver, heart, scratch, voice, appear, lay

Fifth Row: yard, flash, pile, sir, doctor, replied

Sixth Row: serious, clear, enjoy, lift, meal, meet

Seventh Row: trade, cheerful, length, needle, spice, anxious

Words You Should Know

Page 67

pick <u>pack</u> part	<u>interesting</u> inside instead	haven't heard <u>heavy</u>	leap <u>lean</u> learn	<u>hundred</u> hungry hurried	last <u>least</u> left
now <u>nod</u> none	Borrow Bounce <u>Boston</u>	<u>ocean</u> often once	truck trunk <u>trudge</u>	cover <u>cousin</u> course	<u>imagine</u> instead island
<u>visit</u> voice violet	early easy <u>empty</u>	help <u>half</u> hand	suppose surprise <u>supper</u>	sales <u>salt</u> safe	scooter <u>scold</u> school
silent <u>silver</u> silly	<u>heart</u> hear heard	stretch <u>scratch</u> square	visit <u>voice</u> violets	apples apart <u>appear</u>	hat <u>lay</u> hay
<u>yard</u> year your	fish finish <u>flash</u>	pie pipe <u>pile</u>	six <u>sir</u> sit	dollar dinner <u>doctor</u>	<u>replied</u> reported refused
scissors second <u>serious</u>	<u>clear</u> clean clever	empty <u>enjoy</u> ended	live left <u>lift</u>	most mean <u>meal</u>	<u>meet</u> mean men
tried <u>trade</u> train	careful cupful <u>cheerful</u>	least lend <u>length</u>	<u>needle</u> noodle nickel	spoke <u>spice</u> spring	<u>anxious</u> answers animals

Purpose

To give pupils practice in reading informational material and in locating the answers to questions.

New Words from the Reader

inn, several, life, afternoon, patch, point, brought, exclaim, shop, trip

New Words Not from the Reader

stagecoach. This word is developed in the text.

Directions

First read the sentences beside the picture. Then read the report that is between the two lines across the page. After you have finished the report, read the direction that follows it and do what you are told to do there.

Page 68

Travel by Stagecoach

Take c away from **cage**. Put in **st** to make **stage**. Put **stage** and **coach** together to make the word **stagecoach**.

This is a picture of a stagecoach.



1. This stagecoach may look very queer to you, but two hundred years ago, people thought it was a fine way to travel. Unless they walked or used their own horses, it was the only way of getting from one city to another by land.
2. Stagecoaches were much slower than trains and buses are. It took several days to make a trip that we can make in an afternoon.
3. A stagecoach filled with people and trunks was very heavy. The same horses could not pull the coach all day. At several points along the way the tired horses were unhitched, and fresh horses were brought to take their places.

4. A stagecoach driver had a hard life. The roads were uneven and full of holes. The driver could hear the travelers exclaiming as they were bounced up and down.
5. Along the way were inns where travelers could stay at night. Some of the inns were good places at which to stay, but many were not. Often the beds were hard and the food was poor, but the people had to stay wherever the coach stopped.
6. If anything went wrong with the stagecoach, the driver had to patch it up as best he could. There were very few shops along the way where the workmen knew how to fix a stagecoach.

After each question, write the number of the part of the reading that answers it.

- What job besides driving did the driver often have to do? -- 6 --
- Where did the travelers have to spend the night? -- 5 --
- Did stagecoaches always travel on good even roads? -- 4 --

- How long ago were stagecoaches used for traveling about? -- 1 --
- Did the same horse pull the stagecoach all day? -- 3 --
- Did a stagecoach travel faster than a train? -- 2 --

Purpose

To give pupils practice in reading to get the main idea of a selection.

New Words from the Reader

especially, explain, important

Directions

Read everything that is on this page and do each thing you are told to do there.

Granny's Banks

Page 69

When Jody goes to visit Granny, he likes to play with her toy banks. The banks were given to Granny when she was a little girl.

Granny has explained to Jody just how to make each bank work.

The bank that Jody likes best has a goat on it. Jody puts the money into a hole in the trunk of a tree which is just in front of the goat. Then he pulls back the platform that the goat is standing on. When he lets go, the goat butts the money and it falls down into the bank.

Find the picture of that bank.

Underline the best name for that bank.

The Tripping Goat

The Goat Rider

The Butting Goat.

Draw a line from the words you underlined to the picture of that bank.

Another bank that Jody likes especially well has a little man on it. The man is touching his hat with his hand. Jody puts money part way in the hole in the bank. Then he pulls a handle near the man's feet. The little man tips his hat, and the money falls down into the bank.

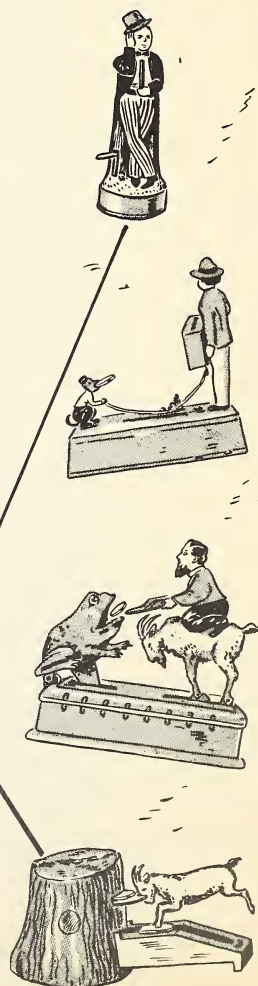
Underline the best name for that bank.

The Angry Banker

The Important Banker

The Polite Banker

Draw a line from the words you underlined to the picture of that bank.





Purpose

To give pupils practice in distinguishing between words that do and words that do not make sense in a given context.

New Words from the Reader

happiness, realize, shook, speak, straight

New Words Not from the Reader

threw. Pupils should be able to identify this word as they read, using context and phonetic clues.

Preparation

No preparation should be necessary except for those pupils who have had difficulty with similar exercises.

Directions

Read everything that is printed between the title and the top of the boxes. Then do what those sentences tell you to do in each box.

Choosing Words That Make Sense

In each box there is a word which does not make good sense. Read all that is said in the box. Find the word. Draw a line through it.

"Good morning, Bob," Miss Johns said. "You look especially cheerful this morning."

"I feel that way, too," said Bob "I've always wanted to ride in an airplane, but I've never had a chance to do it. Today my father is going to take me for a plane ride. That's why I'm so ~~sad~~"

cross sorry happy

One day Tommy threw a stick out into the water. His dog Ranger went out into the water and brought the stick back to Tommy.

When Ranger got out of the water he shook himself hard and drops of water flew all about him.

"Stop, Ranger," cried Tommy. "You're getting me all ~~warm~~"

cold wet sticky

Mrs. Brown said, "Jack has left toys all over the living room floor. I must speak to him about that when he comes in. I don't like the room to look so ~~neat~~"

clean untidy unhappy

Read the three words at the bottom of the box. Draw a line under the word that should be used in place of the one you crossed out.

My mother said, "Come straight home from school. We are going to Granny's for dinner, and we should get the early bus. If you don't come straight home, we'll be too ~~fast~~ to get the bus."

smart late anxious

For his birthday, Bob wanted a football, a kite, and a dog. He was happy when his sister gave him a football. He was even happier when his mother gave him a kite. Then to add to his happiness, his father gave him a basket. In it was a little brown ~~elephant~~ which wagged its tail when it saw Bob.

crocodile puppy zebra

One day Bill went out to play, but before long he came back in.

"What's wrong?" asked his mother.

"I need some warmer clothes," said Bill. "I didn't realize it was so ~~hot~~ outside today."

sunny warm cold

Purpose

To give pupils practice in visualizing a situation and making a decision about it.

New Words from the Reader

rain, storm, neighbors, raise, age, stone

New Words Not from the Reader

dry. Pupils should be able to identify this word as they read, using context and phonetic clues.

Directions

The first three lines on this page tell you what you are to do on the rest of the page. Read them carefully and then do what you are told to do.

Finding a Good Ending

Page 71

Draw a line under the best ending to each short story that follows.

One hot summer day, Robert's mother had done a big washing and had put the clothes on the line to dry. Then she went out, leaving Robert at home alone.

Later, the sky suddenly began to grow very dark. Robert knew that a storm was coming up.

"Those clothes are dry now," he thought. "If it rains on them, they will have to be dried again."

Robert wanted to do the most helpful thing, so he called for the neighbors.
took the clothes into the house.
watched for his mother.

One day Dick Stone was riding on a crowded bus.

The bus stopped and a lady got on. Dick thought the lady looked about the age of his granny. She was carrying several bundles and they seemed heavy.

Dick thought the old lady looked tired. He had been trained to be polite and helpful, so he looked the other way.
gave the lady his seat.
held her bundles for her.

Jack and his father decided to raise some chickens. Jack helped his father to build a house for the chickens.

"Now we're all ready to get the chickens, aren't we?" asked Jack.

"Not quite," said his father. "Chickens could be trouble to our neighbors by scratching in their gardens. We'll have to be sure that the chickens stay at home. So we'll have to

buy more chickens."
tell the chickens to stay at home."
make a fence to keep them home."

One morning on her way to school, Sally saw a little girl about three years old. The little girl was standing on a street corner and crying.

"What's wrong?" Sally asked.

"I can't find my way home," said the little girl.

Sally knew she should hurry along to school, but she didn't want to leave the little girl.

Then she remembered that there was always a policeman at the school crossing. So she tied the little girl to the fence.
took her to the policeman.
sent the policeman to get her.



Purpose

To give pupils practice in reading words not previously introduced in the reader and which contain either a long or a short *o* sound.

Note: While there is a slight difference in the *o* sounds in *rock* and *dog*, it is probably too subtle for young children to be able to distinguish between those sounds.

New Words from the Reader

No new words

Directions

First read everything that is printed between the title and the line across the page. Then read the first two sentences under the line. Do what you are told to do there.

Page 72

Long and Short Sounds of o

Say the words which follow, and notice the sound that *o* has in each.

job lock chop drop nod

That sound is called the short sound of *o*.

Notice that in each of those words, *o* is in the middle of the word and there is no *e* at the end. In such words, the *o* almost always has the short sound.

Now say these words to yourself and notice the sound that *o* has.

hole stone drove home

That sound is called the long sound of *o*. In words like *stone* and *hole*, the *e* is silent and the *o* almost always has the long sound.

Say these words to yourself:

goat road loaf toast

You can hear the long sound of *o* in each of those words.

The letters *oa* in the middle of a word almost always stand for the long sound of *o*.

Read the questions that follow. Draw a line under the best answer to each one.

Which of these are always in a good bicycle wheel?

long ropes strong spokes
high notes

Which of these is a good way to make a hole in a board?

toast it bore it rock it

Which of these would you find growing in a garden?

coal smoke a red rose wet fog

Which of these could you buy filled with ice cream?

a coat a roast a cone

Which of these must have happened when a stone was thrown through a closed window?

The window spoke.
The window woke.
The window broke.

Which of these is the sweetest music?

a croaking frog a soaking log
a merry song

Which of these makes a soft sound?

a ticking clock a roaring wind
a howling dog

Purpose

To give pupils practice in applying what they have learned about long and short vowel sounds to reading story material and figuring out words that may be strange to them.

New Words from the Reader

No new words

Directions

First read everything that is printed between the title and the line across the page. Then read the story that is under the line. At the end of the story, you will find a direction that you should follow.

Long and Short Sounds of u

Page 73

In words like **cup**, **bug**, **sun**, the **u** almost always has the short sound. In words like **mule** and **use** which end in silent **e**, the **u** almost always has the long sound.

One day Mrs. **Budd** said to her son Tommy, "Please get into the **tub** and get cleaned up before you go back to school. Put on clean clothes and **brush** your hair.

"And see that you stay clean. Your Uncle Jack will be here when you get home. He hasn't seen you for two years."

"I couldn't get dirty just going to school and back," said Tommy.

"Oh, no?" said his mother. "I've often seen you do it."

That afternoon Tommy's Uncle Jack arrived.

When he came in, Mrs. Budd said, "Why were you smiling as you came up the walk?"

"Do you know where the big **mud** hole is?" he said. "The workmen who are fixing the road there have put a narrow board across the hole. As I came along, some boy was trying to walk across the mud hole on the board. He was putting on quite an act for the other boys.

In the story which follows, use one of those sounds of **u** in reading each word printed in heavy black letters. Use the long sound for words ending in silent **e**.

"He was waving his arms and whistling a **tune**. Just as he got to the middle, the board tipped, and off he went, right on his face."

"That must have been really funny," said Mrs. Budd, and they both laughed and laughed.

They were still laughing when in came Tommy. He was covered with mud that **stuck** like **glue**.

Mrs. Budd suddenly stopped laughing and cried, "Oh, Tommy!"

"I fell in the mud," he said.

"I can see that," said Mrs. Budd. "Now go upstairs and clean yourself up."

As Tommy left, Uncle Jack smiled. Mrs. Budd frowned.

"I can't help it," he said. "I still think it was funny."

"But you don't have to **scrub** those clothes," said Mrs. Budd.

Draw a line under each word in heavy letters which has the long sound of **u**. Draw a ring around each one that has the short sound.

Purpose

To teach pupils the letter combinations that may represent the *ur* sound; to give practice in applying this information to reading words that have not been introduced previously in the reader.

New Words from the Reader

No new words

Directions

Read everything that is printed between the title and the first line across the page. Then read everything else on this page and do each thing that you are told to do.

Page 74

Sounds of Vowels Followed by *r*

Say these words to yourself and notice the sound that the vowel has in each one.

her dirt burn

Notice that the *e* in **her**, the *i* in **dirt**, and the *u* in **burn** all have the same sound.

When the vowel *e*, *i*, or *u* is followed by *r* and the letter which follows *r* is not a vowel, *e*, *i*, or *u* often has the same sound that you hear in **her, dirt, burn**.

Say these words to yourself.

stir fur jerk

The boys in this picture are Bill, Jack, Tom, and Dick. The stripes on Bill's shirt are wider than those on the other boys' shirts. Jack is the one who has very curly hair. Dick is sitting on the curb.

Put B on Bill. Put J on Jack. Put D on Dick.



In this picture of a flower shop, you can find Mrs. Green, Mrs. Field, and Mrs. Banks. Mrs. Green is wearing a fur coat. Mrs. Field is looking at some ferns in the corner. Mrs. Banks is getting change from the clerk.

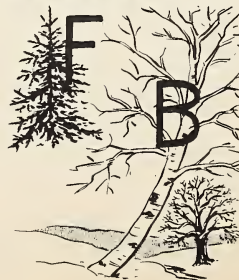
Put G on Mrs. Green. Put F on Mrs. Field. Put B on Mrs. Banks.



Here is a picture of three trees. One is a birch tree and another is a fir tree. The birch tree has no leaves on it, because it was winter when this picture was made.

Instead of leaves the fir tree has little green needles covering its branches. Even in winter the needles stay on the fir tree.

Put B on the birch tree. Put F on the fir tree.



Purpose

To give pupils practice in recognizing various sounds that the vowels *a* and *e* may have.

New Words from the Reader

correct

Preparation

No preparation should be necessary as pupils have already had work with different sounds of vowels on pages 182 and 183 of *Looking Ahead*.

Directions

First read everything that is printed above the first set of boxes. Then do what those sentences tell you to do in the boxes. Next read what is printed between the two sets of boxes. Do just what you are told to do there.

Different Sounds of the Vowels *a* and *e*

Page 75

If you say each of the following words correctly, you will hear a different sound of *a* in each.
late square lamb call dark

In each box below, draw a line from each word on the left to a word on the right that has the same vowel sound of *a* in it.

game	fall
clang	card
ball	hang
mark	race
care	square

squarely	chase
plan	smart
sale	hand
talk	cares
jar	walk

careful	change
arm	car
grape	catch
cash	squares

all	add
hard	barn
act	shape
state	small

Each of these words has a sound of *e* in it, but the three sounds are different.
matter neck deep

In each box below, draw a line from each word on the left to a word on the right that has the same sound of *e* in it.

her	free
bent	after
week	rent

feel	lend
other	green
end	rooster

men	bakery
ranger	set
he	we

cover	sheep
feet	less
yet	grocer

Purpose

To review the teaching about syllables done on pages 184 through 187 of *Looking Ahead*.

New Words from the Reader

syllable

Preparation

No preparation should be necessary except for a group

of slow pupils with whom you may wish to spend some time on the instructional material to be sure they have grasped it.

Directions

First read everything that is between the title and the line across the page. Then do what you are told to do with the words under the line.

Page 76

Vowel Sounds and Syllables

Say **perhaps**. As you say that word you can hear that it has two parts. The first part is **per** and the second part is **haps**. These parts are called **syllables**.

In each syllable you can hear a vowel sound. In the syllable **per**, you hear a sound of **e**. In the syllable **haps**, you hear a sound of **a**.

Now say **important**. How many vowel sounds can you hear? How many syllables does the word **important** have? It has three syllables **im por tant**. In the first syllable you hear a sound of **i**. In the second syllable you hear a sound of **o**. In the last syllable you hear a sound of **a**.

Now say **shop**. How many syllables are in the word **shop**? Just one, because you hear only one vowel sound. It is a sound of **o**.

Say to yourself each word that follows. Listen for the vowel sounds in each word. The number of vowel sounds which you hear in each word will tell you the number of syllables that each word has.

In the blank before the word, write the number which tells how many syllables are in that word.

The first few words have been done for you to show you just what you are to do.

<u> 3 </u> reporter	<u> 1 </u> branch	<u> 2 </u> blossoms	<u> 2 </u> hundred
<u> 3 </u> wonderful	<u> 2 </u> sandwich	<u> 3 </u> another	<u> 2 </u> silent
<u> 2 </u> matter	<u> 1 </u> twin	<u> 3 </u> potato	<u> 3 </u> expected
<u> 1 </u> wild	<u> 2 </u> Hiram	<u> 2 </u> ranger	<u> 2 </u> almost
<u> 1 </u> scratch	<u> 2 </u> apron	<u> 2 </u> correct	<u> 2 </u> midnight
<u> 2 </u> platform	<u> 3 </u> Saturday	<u> 2 </u> birthday	<u> 3 </u> together
<u> 3 </u> remember	<u> 2 </u> Thursday	<u> 1 </u> stretch	<u> 2 </u> whisper
<u> 3 </u> animal	<u> 2 </u> broken	<u> 3 </u> different	<u> 2 </u> picnic
<u> 2 </u> children	<u> 2 </u> circus	<u> 2 </u> hello	<u> 2 </u> scissors

Purpose

To give pupils practice in using antonyms.

New Words from the Reader

either

Directions

First read those directions that are between the title and the boxes. Then do what those directions tell you to do in each box.

Choosing the Right Word

Page 77

For each blank choose from the words under it one word that will make good sense. Choose the word that is the opposite of the underlined word in that box. Write the word you choose in the blank.

Tommy knew just the size board he needed. He found several of the right length, but each was either too wide or too **narrow** .
short narrow big small

Sam was looking for a can that was about half full of paint, but every can on the shelf was full to the top or almost **empty**.
packed open empty sold

Mother never liked the way Bill's hair was cut. She always thought that it either was left too long or it was cut too **short** .
curly straight fast short

Andy didn't enjoy the games. They were either too hard for him, or they were much too **easy** to be much fun for him.
soft fast different easy

John's mother lets him do as he pleases with the money that he earns himself. He may either save it or **spend** it for something which he wants.
hold need spend bank

Mrs. Banks couldn't find any good peaches at the store. She looked at several baskets, but they all seemed to be either too ripe or much too **green** .
soft red green old

George likes to be either the first or the **last** in line.
best biggest last next

Do you like your oatmeal with or **without** cream?
over without beside through

Purpose

To give pupils practice in reading story material and to check their comprehension of this material.

New Words from the Reader

danger, rock, ship, lake, shore, built

New Words Not from the Reader

rise. Pupils should be able to identify this word by the

use of context and phonetic clues. Their ability to do so is checked in the last question on the page.

Directions

First read this story about the rock that flew. Then do what you are told to do in the first sentence that follows the story.

Page 78

The Rock That Flew



Far out on a sandy plain stands the rock which you see in this picture. Some people call it Shiprock, because they imagine that it looks like a big ship.

On a bright day, the sunlight makes the sandy plain look like a big lake with a rocky shore.

The Indians who live near Shiprock call it the Winged Rock, and they tell this story of how the rock came to be there.

These Indians say that long ago one of their chiefs and his people were in great danger. They were being chased by unfriendly Indians. At last they stopped on some rocky ground to rest. The unfriendly Indians came closer and closer.

Suddenly, the rocky ground on which they were standing began to rise. Higher and higher it went, until the chief and his people were standing on top of a high rock.

The sides of the rock were so straight that the other Indians could not climb up. Wings appeared on the rock, and it sailed away with the chief and his people.

The next day, the winged rock came to rest on the sandy plain. The chief and his people built new homes at the foot of the rock.

If anyone says he doesn't believe it, the Indians point to the Winged Rock and say, "There stands the rock to show that our story is true."

Draw a line under the correct answer to each question.

- | | | | |
|---|---------------|-----------------|--------------------|
| What do the Indians call the rock? | Shiprock | Magic Rock | <u>Winged Rock</u> |
| How do they say the rock got there? | It walked. | <u>It flew.</u> | It jumped. |
| What does the plain look like on a sunny day? | <u>a lake</u> | a hill | a rock |
| What does <i>rise</i> mean? | come down | <u>go up</u> | stand still |

Purpose

To give pupils an opportunity to read informational material and to check their comprehension of such material.

New Words from the Reader

harbor, lamp, warn, oil, wick

Directions

Read this report about lamps that were used long ago, and then follow the directions that you will find after the report.

Betty Lamps

Page 79



The lamps that people used two or three hundred years ago were very different from the ones we use in our homes today. The pictures above show some of those lamps. They were called betty lamps.

A betty lamp was a dish which would hold oil and which had some way of holding the lighted end of the wick up in the air while the other end rested in the oil. The oil came up through the wick. When the wick was lighted, the oil burned.

Oil of any kind could be used in a betty lamp, but fish oil was most often used.

A wick was often made by rolling together several strings or narrow pieces of cloth.

A betty lamp might have three or four wicks, but even with four wicks it gave a very poor light.

Betty lamps were not much good out of doors, because the wind blew out the light.

Some betty lamps were used as hanging lamps in houses. An arm or a ring on the lamp was used to hang it by a chain. By moving the arm from one hole to another, or shortening the chain, the lamp could be raised or lowered.

Oil lamps were used in lighthouses but those lamps were much larger than the betty lamps. No betty lamp could give enough light to warn sailors of danger or to show them a safe way into a harbor.

Decide whether each sentence below tells something true about betty lamps. If the sentence is true, draw a line under **Yes**. If it is not true, draw a line under **No**.

- | | | |
|------------|-----------|--|
| <u>Yes</u> | No | Any oil could be used in a betty lamp. |
| Yes | <u>No</u> | Betty lamps made very bright lights. |
| Yes | <u>No</u> | Betty lamps were used in lighthouses to warn sailors at sea. |
| Yes | <u>No</u> | Harbors were lighted by betty lamps. |
| <u>Yes</u> | No | Betty lamps were often hung on chains. |



Use after page 210 of *Looking Ahead*.

Purpose

To give pupils practice in reading compound words which are made up of words already in the reader vocabulary.

New Words from the Reader

fog, foghorn

Directions

Read what is printed between the title and the first line across the page. Then read the directions right below that line and do just what you are told to do.

Page 80

One Word From Two

In reading you often meet a word that is made up of two words that you already know.

Many times you can tell what that word means by thinking of the meaning of the two words that make up the long word.

The word **foghorn** is made of two words, **fog** and **horn**. A foghorn is a horn used to warn sailors of danger during a fog.

The word **sunlight** is made of the words **sun** and **light**. It means the light that comes from the sun.

Draw a line from each word at the left to the words at the right which tell what that word means.

lighthouse	a boat that is used as a house
houseboat	a building that holds an especially powerful light
housekeeper	a light that can be carried and flashed on and off
flashlight	a ship which carries a powerful light
	someone who sees that a house is well kept

bookmark	a shelf to hold books
bookshop	a shop where books are sold
workshop	a shop where shelves are sold
bookshelf	a shop in which some special work is done
	a marker to keep a place in a book

snowball	a storm which brings heavy rain
rainstorm	snow piled up to look like a man
snowstorm	a storm that brings snow
snowbank	snow rolled into a ball
	a bank of snow

wildflower	a flower that grows in woods and fields
wildcat	a bird that makes the same sound as a cat
catbird	a cat that likes to chase birds
birdhouse	a wild animal which looks like a big cat
	a house that is built for birds to nest in

Purpose

To give pupils an opportunity to apply what they have learned about vowel sounds and syllables.

New Words from the Reader

No new words

Directions

Read everything that is on this page. Be sure you do each thing you are told to do there.

Helping Yourself Read Strange Words

Page 81

Sometimes you will meet one-syllable words which you may not have seen before, and in which two vowels are side by side.

When you meet such a word, first try the sounds of the first vowel. If you do not get a word that makes good sense in your reading, try the sounds of the second vowel.

Draw a line under the correct answer to each question.

Which of these would help to get your clothes or your hands clean?
a lump of coal a daisy chain
 a cake of soap

Which of these would taste good?
a string of beads a gray toad
 a ripe pear

Which of these might you use if you were working in your garden?
a sad heart a strong hoe
 some roast lamb

Which of these animals would you probably run away from?
a tame rabbit a friendly dog
 a growling bear

Which of these do you hope for when you plan to go on a picnic?
a rainy day sunny skies
 deep snow

The letter y is often used as a vowel. In words like **cry**, **by**, and **my**, y has the long sound of i. In words like **happy**, **very**, **lucky**, y has a sound that is much like the short sound of i, as in **sit**.

Sometimes the y is silent as in the word **hay**.

Read each word that follows. If y has the long sound of i, write L before the word. If y has the short sound of i, write S before the word. If the y is silent, make X before the word.

L fly X stay S only
S very L why X away
S any S tidy S busy

Say each word that follows to yourself. Listen for the number of syllables in each one. Before each word, write the number of syllables that are in that word.

2 early 3 probably
3 correctly 2 fairy
1 by 3 family
3 unhappy 2 penny
3 company 2 dairy
3 every 2 candy



Purpose

To check pupils' ability to identify, without the aid of context clues, forty-two words introduced on pages 161 through 194 of *Looking Ahead*.

Directions

In each box, draw a line under the one word that I say. I will begin with the first box and go across the top row.

Give pupils any help needed in keeping the place.

First Row: chose, event, several, life, afternoon, patch

Second Row: point, brought, exclaim, shop, explain, trip

Third Row: especially, important, shook, happiness, realize, speak

Fourth Row: straight, rain, storm, neighbors, raising, age

Fifth Row: stone, correct, vowel, syllable, either, danger

Sixth Row: rock, ship, lake, shore, built, harbor

Seventh Row: lamp, warn, oil, wick, fog, foghorn

Words You Should Know

<u>chose</u> chop chance	even every <u>event</u>	<u>several</u> seven sewed	lift <u>life</u> lived	anything <u>afternoon</u> another	pack peach <u>patch</u>
print porch <u>point</u>	brother bought <u>brought</u>	excited <u>exclaim</u> explain	shape <u>shop</u> ship	<u>explain</u> except exclaim	trot trick <u>trip</u>
<u>especially</u> elephant everybody	interesting imagine <u>important</u>	short <u>shook</u> shop	happier happiest <u>happiness</u>	really <u>realize</u> raising	<u>speak</u> spoke spice
strange stretch <u>straight</u>	ran <u>rain</u> race	stone <u>storm</u> torn	<u>neighbors</u> needles noodles	racing <u>raising</u> raining	ate <u>age</u> agree
stove <u>stone</u> store	country <u>correct</u> corner	voice violet <u>vowel</u>	<u>syllable</u> suppose silly	eager earns <u>either</u>	dancer <u>danger</u> daughter
<u>rock</u> rope road	shine <u>ship</u> shop	late <u>lake</u> laid	short store <u>shore</u>	<u>built</u> build bird	harder <u>harbor</u> handle
land <u>lamp</u> land	<u>warn</u> wand wore	old only <u>oil</u>	pick <u>wick</u> wind	for <u>fog</u> food	<u>foghorn</u> footman follow

Purpose

To give pupils practice in reading informational material and to check their comprehension of this material.

New Words from the Reader

heel, toe, copper, born, godmother, gift, leather, wander, behave, habit, wore, pinch.

New Words Not from the Reader

kick. Pupils should be able to identify this word by using the context and the initial sound.

Directions

First read the sentence that is right under the title. Then read everything in the top part of the page and then read everything in the bottom part of the page. Be sure to do what you are told to do.

Finding Right Answers

Page 83

Draw a line under the correct answer to each question.

Many years ago, children's shoes could not be bought very easily.

The shoemakers in many towns not only fixed old shoes, but they made most of the new ones by hand.

Mothers and fathers wanted the shoes to last a long time because new ones cost so much. They often had the shoemaker put bands of copper on the toes and heels of the children's shoes.

A boy who had a habit of kicking stones, digging holes with his heels, or wandering over rocky ground, soon wore out leather shoes, but it took a long time to wear out the copper bands.

Some boys and girls believe that godmothers are fairies and that only storybook children have godmothers.

This is not true. Many real boys and girls have godmothers, but not fairy godmothers, of course.

A godmother is a special woman friend who has been chosen by a baby's family to be godmother.

Shortly after the baby is born, the godmother promises to help that baby grow up to be a fine man or woman.

Why were copper bands put around the toes and heels of shoes?

to make them pinch

to keep feet warm

to make them wear well

What was the rest of the shoe made of?

wood

copper

leather

Why did mothers and fathers want shoes to wear a long time?

because shoes were pretty

because copper bands wore well

because new ones cost so much

Long ago, where did people go to get new shoes?

to shoe stores

to the shoemaker

Often the godmother gives the baby a silver cup.

Do real babies living today ever have godmothers?

Yes

No

Who may become a godmother? anyone who behaves only fairies

any special woman friend

What promise does a godmother make about the newborn baby?

to give it a gift

to help it become a fine man or

woman

to give it magic power



Purpose

To give pupils more practice in applying what they have learned about vowel sounds and syllables.

New Words from the Reader

steep, threw

Directions

Read everything that is on this page. Do everything you are told to do there.

Page 84

Vowel Sounds and Syllables

Look at the word **circus**. You can see two vowels in **circus**, **i** and **u**. Say **circus** softly. You can hear two vowel sounds, a sound of **i** and a sound of **u**. The word **circus** has two vowels, two vowel sounds, and two syllables.

Look at the word **cake**. You can see two vowels in **cake**, **a** and **e**. Say **cake**. You can hear only one vowel sound, a sound of **a**. The **e** in **cake** is silent. **Cake** has two vowels, but only one vowel sound. It has just one syllable.

You have learned that **ai** and **ay** may stand for the long sound of **a**. You know also that **oa** may stand for the long sound of **o**. In many words two vowels stand side by side but only one of them is sounded. The other vowel is silent.

In the word **boat**, you hear a sound of **o**, but no sound of **a**.

Say each word that follows. Decide what vowel sound you hear in that word. In that blank before the word, write the vowel which you can hear.

a game

e clear

i nice

e bread

e ears

a care

e meal

i cried

o goat

a pair

e steep

e lean

Each word that follows has two vowels. Some have two syllables, because in each one you can hear two vowel sounds. Some have only one syllable because they have only one vowel sound.

Say each of the words softly. Decide whether it has one or two syllables. Before each word, write a number. If the word has one syllable, write 1. If it has two syllables, write 2.

2 across

1 peach

2 extra

1 threw

1 grape

2 whether

2 open

2 paper

2 winter

1 neat

1 leave

2 oven

2 ripen

2 yellow

2 travel

2 habit

Purpose

To give pupils practice in recognizing classifications.

New Words from the Reader

cowslips, marsh, weather, path, edge, insist, mud, among, comfortable, delight, stocking, receive, tease, Dr.

Preparation

Print on the board the words:

man

woman

lady

marsh

Ask pupils to tell you which word does not belong with the others and why it does not. Then draw a line through the word *marsh*.

Directions

First read the directions you will find between the title and the boxes. Then do what you are told to do in each box.

Which Word Is Out of Place?

Page 85

In each box there is one word which does not belong with the others. Find the word which does not belong in that box and draw a line through it.

apron dress	stockings ~~feet~~	~~paper~~ desk	table chair	grapes ~~edge~~	peaches cherries
Dr. Mrs.	Mr. ~~Tip~~	~~sorry~~ pleased	glad delighted	tease scold	frighten ~~amused~~
eye nose	ear ~~stocking~~	~~comfortable~~ earned	won received	closed ~~open~~	fastened shut
sheep mule	~~leather~~ cow	~~leather~~ copper	gold silver	pinch scratch	hit ~~comfortable~~
sunflower cowslip	~~insisted~~ buttercup	stormy sunny	rainy ~~marsh~~	ocean lake	sea ~~island~~
mother father	brother ~~neighbor~~	insist declare	exclaim ~~edge~~	fog rain	snow ~~path~~
~~weather~~ noon	morning afternoon	salt spice	~~lamp~~ sugar	granny ~~crowd~~	cousin uncle
clever smart	~~silly~~ wise	~~path~~ doctor	peddler godmother	Abbie Agnes	~~Among~~ Ann
cocoa coffee	~~sandwiches~~ milk	fruits vegetables	~~ribbons~~ flowers	~~mud~~ cookie	candy jelly
day month	week ~~tease~~	~~none~~ several	lots many	probably ~~weather~~	maybe perhaps

Purpose

To give pupils practice in reading informational material which uses some words recently introduced in the vocabulary of the reader and some words which can be identified by using context and phonetic clues; to check their comprehension of this material.

New Words from the Reader

attention, example, master, ashamed, class, lose

New Words Not from the Reader

bench, lesson, dunce. Pupils should be able to identify

bench and *lesson* by using the context and initial sounds.

For *dunce*, use this sentence:

A dunce is someone who doesn't know very much.

Directions

Read this report about schools of long ago. Then follow the directions you will find under the report. If you come to a word you do not know, use the sense of what you are reading and the sound the word begins with to help you decide what that word is.

Page 86

Old-Time Schools



A hundred years ago the schools were very different from the schools we have now.

The children sat at long desks, each of which had room for six or seven children. The seats were long wooden benches, often without any backs to lean against.

The teacher was almost always a man and was called the schoolmaster. He sat at his desk, and the children came up to his desk to say for him the lessons they had learned.

If a boy didn't know his lesson, the teacher made him sit on a high stool at the front of the room with a high cap on his head. On the cap was the word DUNCE.

The teacher hoped that having to wear the dunce cap would make the boy ashamed of himself. He also hoped that it would be an example for the other children. It would show them what might happen to them if they didn't work hard enough.

The picture above shows a reading class in one of these old-time schools. The schoolmaster listened as each child took his turn in reading part of the story aloud.

The master insisted that the others pay close attention to the reading and never lose the place. If the child who was reading aloud said a word wrong, everyone else was supposed to correct him.

Decide whether each of the following sentences is true. If the sentence is not true, draw a line through it. If it is true, leave the sentence just as it is.

A man teacher was called a schoolmaster.

~~A teacher often wore a dunce cap.~~

~~Each child had a small desk.~~

~~The seats were very comfortable in old time schools.~~

Wearing a dunce cap showed that a boy didn't know his lesson.

Purpose

To provide practice in reading for details and in reading clock faces to determine time expressed as hours and half hours.

New Words from the Reader

clock, strike, trust, borrow, main

New Words Not from the Reader

o'clock—The context should give the pupils sufficient help for them to identify this word by themselves.

Directions

First read the sentence under the title. Then do as that sentence tells you to do on the rest of the page.

What Time Is It?

Page 87

Draw a line from each question to the picture that shows the answer to it.

John's mother sent him to Granny's to borrow a pan for a special cake.

"May I stay a while at Granny's?" he asked.

"Yes," replied his mother, "if I can trust you to be back here by five o'clock. You'd better start for home at half past four."

Which clock shows when John is to leave Granny's?

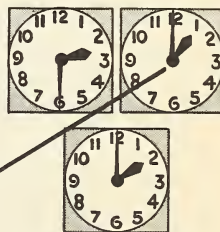
Which clock shows when he should be home?



Mr. Jackson was taking his sons, Bob and Bill, to the circus. The main show was to start at half past two, but the boys wanted to go early to see the animals.

"We'll leave here at one o'clock," said Mr. Jackson. "That will get us to the circus at half past one."

Which clock shows when the Jacksons will leave home?



Sally wanted to sit up until her Uncle Bob's train came at midnight, but she fell asleep just after she heard the clock strike ten.

The next thing she knew, her mother was calling her. It was morning and Sally was in her own bed.

"How did I get here?" Sally asked.

"Daddy carried you," said her mother. "When Uncle Bob arrived at twelve o'clock, you were sound asleep."

Which clock shows when Sally fell asleep?





Purpose

To give pupils practice in drawing conclusions from material read.

New Words from the Reader

partner, possible, reason, discover, minute, direction, lead, lost

Directions

Read the sentence right under the title. It tells you what you are to do with the rest of the page. Do just what you are told to do.

Finding the Correct Answer

Draw a line under the correct answer to each question.

Sam's father and his brother Bill rode away in the car. Sam's father was going to Green Hills and he almost always took the two boys.

Sam knew the reason he had been left at home. He hadn't behaved himself the last time his father had taken him to Green Hills.

How should Sam have felt?

proud sorry important

On Jane's birthday, her mother told her to stop at Granny's on her way home from school. Jane did, and Granny gave her a present.

When Jane got home, the house seemed very quiet. But the next minute, several of her girl friends jumped out of their hiding places and called, "Happy birthday!"

How must Jane have felt?

sorry surprised unhappy

When Timothy tried to dance without his copper-toed shoes, he discovered he wasn't a very good dancer. He stepped on his partner's feet, and started to lead the boys in the wrong direction. Everyone was cross at him.

How should Timothy have felt?

proud happy ashamed

The children in Miss Brown's room were giving a play. In a few minutes the play would begin. Some children were putting things in place on the stage. Others were hoping they would remember what they were supposed to say or getting into their special clothes.

How must the children have felt?

sleepy excited ashamed

Bill had a silver pencil that his Uncle Bob had given him for his birthday. He liked it better than almost anything else he owned.

One day the pencil was missing. Bill turned his pockets inside out. He looked everywhere he thought it was possible he might have left the pencil, but he couldn't find it.

How must Bill have felt?

happy worried different

The next morning at school another boy came up to Bill and said, "Is this your silver pencil? I found it on the playground, and Tommy said you had lost yours."

"It is mine," said Bill. "Thanks for returning it to me."

How must Bill have felt then?

thankful cross hungry

Purpose

To check pupils' ability to identify, without the aid of context clues, forty-two words introduced on pages 213 through 230 of *Looking Ahead*.

Directions

In each box, draw a line under the word that I say. I'll begin with the first box and go across the first row.

Give pupils any help needed in keeping the place.

First Row: heel, toe, copper, born, godmother, gift

Second Row: leather, wander, behave, habit, wore, pinch

Third Row: cowslips, marsh, weather, path, steep, threw

Fourth Row: edge, insisted, mud, among, comfortable, delight

Fifth Row: stocking, Dr., receive, tease, attention, example

Sixth Row: master, ashamed, class, lose, clock, strike

Seventh Row: trust, borrow, main, partner, possible, reason

Words You Should Know

Page 89

help <u>heel</u> hold	<u>toe</u> too toy	counter <u>copper</u> capper	bone burn <u>born</u>	<u>godmother</u> goldfish golden	goat girl <u>gift</u>
feather weather <u>leather</u>	warmer winter <u>wander</u>	behind <u>behave</u> believe	<u>habit</u> haven't hasn't	work word <u>wore</u>	peach <u>pinch</u> porch
crocodiles <u>cowslips</u> cowhide	match mark <u>marsh</u>	<u>weather</u> whisper winter	pack patch <u>path</u>	sleep <u>steep</u> steps	<u>threw</u> throw three
eager <u>edge</u> eggs	interested instead <u>insisted</u>	<u>mud</u> mule mumps	almost along <u>among</u>	cheerful <u>comfortable</u> careful	<u>delight</u> decide different
sticking <u>stocking</u> slipping	Mr. Mrs. <u>Dr.</u>	<u>receive</u> return remember	tears teach <u>tease</u>	<u>attention</u> afternoon another	explain <u>example</u> expect
matter <u>master</u> mayor	asked <u>ashamed</u> arrived	clothes close <u>class</u>	lost <u>lose</u> lots	cloth <u>clock</u> clown	<u>strike</u> string stripe
trudge truck <u>trust</u>	<u>borrow</u> bottom blossom	mail <u>main</u> mean	parade parted <u>partner</u>	<u>possible</u> probably power	realize <u>reason</u> reaching



Purpose

To give pupils practice in recognizing impossible situations and the reasons why they are impossible.

New Words from the Reader

buried, completely, thick, wall, bear, worse, coat, disappear

Directions

Read the sentence right under the title and do just what that sentence tells you to do.

Using Good Sense

Draw a line under the words needed to finish the last sentence in each box.

Roger lost his watch at the seashore. The next day he stood on a wall. As he looked down, he saw the watch shining in the sun. It was completely buried in the sand.

This isn't true, because Roger couldn't see a watch that was so far away.

below a wall.

completely buried in sand.

Bill was lost. The storm had grown worse. Snow lay thick upon the ground, and was still falling. Bill just followed his own footprints along the path back to his home.

This can't be a true story because Bill's tracks would have been too small to follow.

led in the opposite direction.

been buried by snow.

Janet found it hard riding her bicycle up the long hill. She rested before starting down. She thought that she would have a worse time pushing the bicycle downhill than she did uphill.

This was silly because a bicycle needs the same pushing both ways.

rolls downhill easily.

has to be carried downhill.

Tommy's big dog Nardy chased a bear. The bear was about to disappear in some thick woods when Nardy caught it by the tip of its long tail and held on to it.

This couldn't have happened because bears don't disappear.

have long tails.

live in woods.

One day little Tommy was digging in the garden.

"I'm burying pennies," said Tommy. "Some day I'll have a tree here with pennies all over it."

That could not happen because trees never grow.

pennies don't grow on trees.

Tommy didn't bury enough pennies.

Ann had outgrown a pretty coat so she decided to give it away.

"Sally is larger than I am, so I'll give it to her. It is the right size for her!" Ann exclaimed.

That was a silly thing to say because the coat would probably be much too big for Sally.

not becoming to Sally.

too small for Sally.

Purpose

To increase pupils' awareness of the various sounds for which the letters *i*, *o*, and *u* may stand.

New Words from the Reader

No new words

Preparation

No preparation should be necessary, but if you feel your

group has not developed sufficient auditory discrimination, review the work on pages 182 and 183 of *Looking Ahead*.

Directions

First read the sentences between the title and the first line across the page. Then do what those sentences tell you to do.

Different Sounds of *i*, *o*, and *u*

Page 91

In each box read the sentence at the top. Listen carefully to the vowel sound in the first part of each word that is printed in very

dark letters. Then write that word under a word in the box that has that same vowel sound. The first two have been done for you.

Dick took a fine wire and fixed a cage so the little girl could put her bird in.

fill

dirt

hide

Dick
fixed
little

girl
bird

fine
wire

On a cold morning Dot went for a short walk and found some money in the snow.

chop

bone

or

none

on
Dot

cold
snow

morning
for
short

some
money

Uncle Hiram's old mule turned the corner in such a hurry that he upset the wagon and all the fruit that was in it fell out.

burn

bug

true

turned
hurry

such
upset

mule
fruit

Purpose

To give pupils practice in applying what they have learned about the two sounds *ow* may stand for.

New Words from the Reader

No new words

Preparation

No preparation should be necessary as the sounds needed in the reading are reviewed on the page.

Directions

First read what is printed between the title and the first line across the page. Think of what you read there as you read the rest of the page and do what you are told to do.

Page 92

Two Sounds of *ow*

You know the sounds that **ow** may have in one-syllable words. It may have the sound the **ow** has in **grow**, or it may have the same sound that **ow** has in **cow**. In two-syllable words, **ow** may also have either one of those two sounds.

It may sound like the **ow** in **yellow** or like the **ow** in **vowel**. When you meet an **ow** word of two syllables, try first one sound of **ow**. If you do not get a word that makes good sense, try the other. One of those sounds will give you the word.

In this box, find the picture of a **towel**. Put T on that picture.

You will also find a picture of something you would carry if you went out in a **shower**. Put S on that picture.

Find the picture of a wheel **barrow**. Put W on that picture.



One day Tommy was given a new puppy. The puppy was a playful little **fellow**, and he and Tommy played for quite a long while.

Suddenly the puppy sat down, and didn't seem to want to play any more.

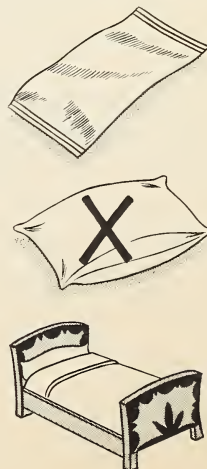
"What's the matter with him?" Tommy said.

"Nothing," said Tommy's mother. "The poor little fellow has played so hard with you that he is tired. See how **drowsy** he looks. You'd better let him sleep for a while."

"We have no bed for him yet," said Tommy.

"Take this **pillow**," said his mother. "Put it in that box in the kitchen. That will make a bed just for today."

Put X on what Tommy was to put in the box.



Purpose

To give pupils practice in using context to figure out the meanings of strange words.

New Words from the Reader

No new words

Directions

Read everything that is printed on this page and do each thing that you are told to do.

Finding Meanings

Page 93

You know the word **nose** and the word **gay**. When those two words are put together, they make the word **nosegay**. You can say that word, but you may not know what it means. Read the sentences below carefully to find out what **nosegay** means.

One spring day, Sally went walking in the woods near her home. She found blue and white violets and other small spring flowers. She picked a few of every kind.

She put them together in a neat little bunch which she took home to her mother.

"What a pretty nosegay!" said her mother.

Put X on the picture of a nosegay.



Put the words **bag** and **pipes** together to make the word **bagpipes**. If you do not know what **bagpipes** means, read the sentences that follow and try to find out.

Jack was very proud the day Uncle Bob played with the band in the parade.

Uncle Bob walked alone, playing the bagpipes. As he walked along he kept blowing into the pipe that he held in his mouth. His left arm pushed against the bag that was under his arm, and both hands were busy playing on a pipe that was at the bottom of the bag. Jack thought that Uncle Bob made fine music.

Find the picture of Uncle Bob playing the bagpipes. Put X on that picture.





Purpose

To give pupils practice in reading words which may be strange to them and which end with *st*, *ck*, *ch*, *tch*, or *sh*.

New Words from the Reader

No new words

Directions

Read everything that is printed on this page. Draw a line under the best answer to each question.

Some Ending Sounds

Say **cost**, **just**, and **last**. Listen to the sound that **st** has at the end of these words.

Take the **ng** away from **long**.
Put in **st** to make **lost**.

What should you do when you
find a toy a friend has lost?

leave it keep it return it

Take the **ck** from **truck**. Put in
st to make **trust**.

Can you trust people who always
keep their promises?

yes no not often

Say **pack**, **stick**, and **lock**. Hear the sound of **ck** at the end of these words.

Take the **t** from **sit**. Put in **ck**
to make **sick**.

Who are supposed to care for
people who are sick?

farmers sailors doctors

Take **nk** from **think**. Put in **ck**
to make **thick**.

When is the best time to wear
a thick coat?

any time cold weather summer

Hear the sound that **ch** or **tch** has at the end of the words **reach**, **patch**, **scratch**.

Take **ck** away from **stick**. Put
in **tch** to make **stitch**.

Which of these would be needed
to stitch up a hole in a pocket?

pins a needle neighbors

Add **ch** to the word **pin** to make
the word **pinch**.

How does it feel to wear shoes
that pinch your feet?

fine not comfortable exciting

Listen to the sound that **sh** has at the end of the words **cash**, **fresh**, and **wish**.

Take **n** from **run**. Put in **sh** to
make **rush**.

Which of these should rush to
a building that is on fire?

children ladies firemen

Take **ck** away from **track**. Put
in **sh** to make **trash**.

What is often done with trash?

It is burned. It is eaten.

It is cooked.

Purpose

To give pupils practice in reading words that contain *ew*, and which have not been previously introduced in the reader vocabulary.

New Words from the Reader

No new words

Directions

Read the sentences between the title and the top of the boxes. Then do what you are told to do there.

The Sound of ew

Page 95

Say the words **few**, **new**, **flew**. Listen to the sound that **ew** has in each one.

That sound will help you to read some words which may be new to you.

In each blank, write the correct word for that place in the reading. Choose the word from the three words which are under the blank.

Mother looked at Betty's blue dress and shook her head.

"This dress is too ragged for anyone to wear," she said. "There's no use in saving it any longer."

So she threw it away.
put threw blew

When Bob came in, he said, "Something smells very good. What is it?"

"It's what I'm cooking for your dinner," said his mother.

"Is it stew?" asked Bob.
screws dew stew

When Ann's puppy was little, he tried to eat almost anything he could find. One day Ann left her new shoes on the floor near the puppy. When she came back, the puppy was having a fine time chewing the shoes.
watching smelling chewing

Jack Brown was raking leaves up into a neat pile. When his mother saw him, she said, "I thought you did that this morning."

"I did," replied Jack. "But while I was away the wind came up, and it blew them all away again."
blew grew threw

When Betty forgets to feed her kittens, they come to the back door. They let her know that they are hungry. They scratch at the door and mew until she feeds them.
chew mew bark

Bob's little brother Bill had never seen an elephant. Bill wanted to know what one looked like, so Bob drew a picture of an elephant for Bill.
chewed mewed drew

Purpose

To give pupils practice in applying what they know about certain vowel combinations to read new words.

Directions

Read everything that is printed on this page and do just what you are told to do.

New Words from the Reader

bother, frame, hung, rang, continued, king, teeth

Preparation

No preparation should be needed, as the vowel sounds here have been taught earlier.

More About Vowel Sounds

In each box, the first word is one which you know well. The other words may be new to you. You can read those words easily by using the vowel sound which you hear in the first word in the box.

oil	threw	draw	owl	snow
boil	chew	straw	scowl	row
spoil	stew	paw	growl	crow

From the three words at the bottom of each box, choose the right word for the blank in that box. Write the word where it will make good sense.

Sally had just put some candy on the stove to cook when the telephone rang. Sally answered it. She continued to talk so long that the candy -- boiled -- over.
bawled boiled bowled

Dr. Minelli said to Roger, "You should clean your teeth after every meal. It is important to take good care of your teeth. You need good teeth to -- chew -- your food."
choice chew spoil

John said, "My picture was going to be pretty good, but when I was only half way through I tipped over my pan of paint water and -- spoiled -- my picture."
spoiled boiled oiled

Tony was so proud of a picture he had -- drawn -- that he put a frame on it. His mother was proud of it too. She hung it in the living room.
drawn drowned shown

When John said, "Cross dog!" his dog would lay back his ears and -- growl --. But when John said "Happy dog!" the dog made his ears stand up and looked happy.
growl grow crow

Tommy said to his dog, "King, you are certainly a bother! You've been walking in the mud. I'll have to clean your -- paws -- before you go in."
paws straws jaws

Purpose

To review and to give practice in applying the principle that the prefix *un* gives a contrary meaning to the word to which it is added.

New Words from the Reader

mistake, order, rush, roof

Directions

First read what is printed between the title and the first line across the page. Then read the directions right under that line. Do what those directions tell you to do in each box.

Un Sometimes Means Not

Page 97

Put the letters **un** before the word **wise** and you make **unwise**.

The word **unwise** means **not**

wise. Often, but not always, the letters **un**, when put before a word add the meaning of **not**.

From the two words at the top of each box choose the correct word for the blank, and write the word where it belongs.

expected unexpected
Mr. Banks, the grocer, said to his helper, "Rush this order over to Mrs. Banks. She needs these things for dinner, because some unexpected company has just arrived."

locked unlocked
When the Brown family came home from the show, they found that they were locked out. Mr. Brown had to climb up on the roof to reach an unlocked window.

unable able
Early one snowy morning the school bell rang. Ding, dong!
"No school!" said Jane. "The snow is quite deep, but I'm sure I'd be able to walk to school."
"Maybe you could," said her mother, "but the snow is too deep for the school bus to go after the children who must ride to school."

interesting uninteresting
Bob started to read one of his big sister's books. He didn't read it very long, because he found that it was very uninteresting to him. He put it away and got a book about horses.

even uneven
As Mr. Brown bounced along in his car he said to himself, "It was a mistake for me to take this road. It is so uneven that I'm having trouble holding the wheel."

made unmade
"My room looks very bad!" said Sally to herself. "My things are all over the room, and I'm ashamed to say my bed is still unmade."
"I'd better get busy and straighten it out before Mother sees it, or I'll be in trouble."
So Sally hurried to get her room in order.



Purpose

To give pupils practice in using the sound that *aw* stands for in reading words not previously introduced in the reader vocabulary.

New Words from the Reader

No new words

New Words Not from the Reader

bark. Pupils should be able to identify this word by the use of context and phonetic clues.

Directions

Read everything that is said above the first line across the page. Then do what you are told to do there in each of the two other parts of the page.

Page 98

The Sound of aw

Say to yourself the words **draw**, **saw**, **squawk**. Listen to the sound that **aw** has in each word.

In reading, when you meet a strange word with **aw** in it, you can read it by using the sound that **aw** has in **draw** and **saw**.

In each blank below, write the word that makes good sense there. It is one of the words at the bottom of the box. Use the same word in more than one blank if it makes good sense in more than one place.

Ann's cat Timothy had a bad habit of scratching the furniture with his claws_____.

Ann knew that Timothy had to learn to behave before he wore out the furniture. She knew too that cats must have some place to scratch with their claws_____.

So Ann made a scratching post for Timothy.

crawl claws shawl

She covered a wooden post with an old shawl_____.

Every time Timothy tried to scratch the furniture, Ann hit near his face with a paper. This frightened him away.

But when Timothy used his scratching post, Ann gave him a piece of raw_____ fish. Timothy soon got the idea.

raw thaw claw

Bob's dog had two bad habits. He barked too much and he jumped up on people.

In Bob's city it was against the law_____ to let dogs bark enough to worry the neighbors. Every time Bob's dog barked, Bob caught him and held the dog's jaws_____ shut. When the dog stopped trying to bark, Bob let go.

straws caws paws

When Bob's dog would meet people he liked he'd jump up and put his dirty front paws_____ on them. When this happened, Bob stepped on the dog's hind paws_____ just hard enough to pinch them until the dog got down. Then he'd pet him. Soon Bob had a well-behaved dog that didn't bark too much nor jump on people.

law lawn jaws

Purpose

To give pupils practice in reading informational material which makes use of words recently introduced in the reader and four words for pupils to identify as they read by using context and phonetic clues; to check their comprehension of this material.

New Words from the Reader

rid, hour, bark, pour, smoke, alarm, spread, sight, unless

New Words Not from the Reader

tower, fighters, dead, forest. Pupils should be able to identify these words independently.

Directions

First read this report about forest fires. Then draw a line under the right answer to each question at the bottom of the page.

Forest Fires

Page 99



A fire that burns down trees in a big woods is called a forest fire. Sometimes a forest fire is caused by lightning which strikes a tree. More often forest fires are started by people who are not careful with lighted matches or camp fires.

Forest rangers are the firemen in the big woods. On high places all through the forests, there are high towers. In each tower there is a ranger who watches for signs that a fire has started. The ranger who watches from a tower is called a lookout. Sometimes other people besides rangers act as lookouts.

If a lookout catches sight of smoke pouring up from the forest, he sends an alarm to the ranger station. From the ranger station, the alarm goes out to the people

around who have promised to help the rangers put out fires.

The fire fighters often ride in trucks as close to the fire as trucks can go. They walk the rest of the way. It is important that the fire fighters reach the fire as soon as possible. The smaller the fire, the easier it is to put out.

Most fires that the fighters reach early can be put out in a few hours. Unless a fire is put out quickly, it may burn for several days. It may spread over miles of forest and burn the leaves and bark off hundreds and hundreds of trees, leaving them black and dead.

If we could teach everyone to be careful with fire in the woods, we would be rid of the main reason for forest fires.

- | | | | |
|---|----------------|----------------------|-----------------------|
| Which of these start the most forest fires? | trees | <u>people</u> | rangers |
| Who watches for the fires? | a fire fighter | <u>a lookout</u> | a truck driver |
| From which do the fire fighters | | | |
| get the alarm? | tower | smoke | <u>ranger station</u> |
| Is the lookout always a ranger? | yes | <u>no</u> | |
| Who help the rangers put out fires? | lookouts | <u>fire fighters</u> | towers |

Purpose

To teach pupils the common first syllable *re* and to give practice in using it to read words not previously introduced in the reader vocabulary.

New Words from the Reader

No new words

Preparation

No preparation should be necessary, though with a slow

group you may wish to read or have read aloud the instructional material at the top of the left-hand column.

Directions

Read everything that is printed on this page and do what you are told to do.

Page 100

A Useful Syllable

Say these words to yourself and notice how many syllables each has.

return refuse report reply

Notice that you hear two vowel sounds in each word, and that the first syllable in each word is **re**.

When you meet words that are new to you but begin with the syllable **re**, think of the sound that **re** has in **return** and **refuse**.

Use that sound to help yourself read the words that are printed in heavy black letters.

Draw a line under the correct answer to each question.

Jack's mother said, "Every day I have to **remind** you to wash your hands before dinner. You should remember that for yourself."

What did Jack's mother have to do about Jack's washing his hands?
nothing make him remember
turn the water on for him

Jack said, "I wasn't paying close attention when I read that page and so I can't remember what it says. I'll have to **reread** it."

What was Jack going to do?
read another page
read the same page again
go on to the next page

Sally filled the watering can and went out to water her flowers. By the time she had watered just half her flowers, the can was empty. She had to **refill** the can.

What did she do to refill it?

took water out of it
put water in it again
put it away

Tommy told a very good story in school, but some of the children were not in the room when he told it. When they came back, Miss Brown asked Tommy to **retell** his story so that the children who missed it could hear it.

What did Miss Brown want Tommy to do?

tell another story
tell the same story again
tell the children to go home

Jack asked Miss Brown a question, but just as he started to speak, a big truck went by the school. It made so much noise that Miss Brown couldn't hear him.

"Will you please **repeat** that question?" Miss Brown said to Jack.

What did she want Jack to do?

keep still
answer the question himself
ask the question again

Purpose

To give pupils more practice in applying the principle that the number of vowel sounds in a word is the same as the number of syllables in a word.

New Words from the Reader

usual, rich, servant, umbrella

Directions

First read everything above the pictures. Then do what you are told to do with those pictures. Next do what you are told to do at the bottom of the page.

More About Syllables

Page 101

It is easy to say the word **servant** in two parts, **ser** and **vant**. In each of those parts you can hear a vowel sound. Each part is called a syllable.

Say **umbrella**. In **umbrella**, you hear three vowel sounds, so **umbrella** is a three-syllable word.

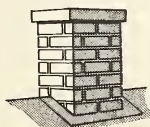
Say **bark** and **rich** to yourself. **Bark** and **rich** are one-syllable words, because there is just one vowel sound in each of them.

In words such as **clean** and **boat**, two vowels stand for one vowel sound. Remember it is the number of vowel sounds you hear, not the number of vowels you see that will tell you how many syllables are in a word.

Under each picture is its name. If those names are new words to you, use the pictures to help you say them. After each word write the number of syllables it has.



pony _2_



chimney _2_



fox _1_



lion _2_



barrel _2_



hoe _1_



tools _1_



bowl _1_

How many syllables are in each of these words?

Write the number in the blank following the word.

spread _1_

usual _3_

disappear _3_

mistake _2_

alarm _2_

smoke _1_

attention _3_

continue _3_

weather _2_

wander _2_

pour _1_

direction _3_



Use after page 264 of *Looking Ahead*.

Purpose

To check pupils' ability to identify, without the use of context clues, thirty words introduced on pages 231 through 257 of *Looking Ahead*.

Directions

In each box, draw a line under the word that I say. I'll begin with the first box and go across the row.

Give pupils any help needed in keeping the place.

First Row: discover, minute, direction, lead, lost

Second Row: buried, completely, thick, wall, bear

Third Row: worse, coat, disappear, bother, frame

Fourth Row: hung, rang, continue, king, teeth

Fifth Row: roof, mistake, order, rush, sight

Sixth Row: unless, rid, hour, bark, pour

Page 102

Words You Should Know

<u>discover</u> disappear direction	mistake <u>minute</u> midnight	different dinner <u>direction</u>	lean <u>lead</u> leap	lose lots <u>lost</u>
built <u>buried</u> bundle	company comfortable <u>completely</u>	<u>thick</u> think third	will well <u>wall</u>	bone <u>bear</u> beard
worries <u>worse</u> word	<u>coat</u> cook count	discover direction <u>disappear</u>	<u>bother</u> brother brighter	from free <u>frame</u>
hang heavy <u>hung</u>	ring <u>rang</u> raise	<u>continue</u> complete company	kind kept <u>king</u>	tease <u>teeth</u> teach
room <u>roof</u> rooster	<u>mistake</u> <u>minute</u> minded	other over <u>order</u>	run <u>rush</u> ripe	sign silent <u>sight</u>
under uncle <u>unless</u>	ride <u>rid</u> right	<u>hour</u> hound house	back band <u>bark</u>	poor <u>pour</u> power

Purpose

To give pupils practice in making classifications.

New Words from the Reader

block, mountain, palace, immediately, prince, cloud, river

Preparation

No preparation should be necessary, as the pupils have

done this type of exercise previously and the instructional material explains what is to be done.

Directions

Read everything that is printed between the title and the top of the boxes. Then do just what you are told to do in each box.

Which Word is Out of Place?

Page 103

In each box below are four words. One of the words does not belong with the others. If the four words are **blue, black, rocks, and yellow**, the word **rocks** does not

belong with the other three words because it does not name a color.

In each box cross out the one word that does not belong with the other three words.

blocks ~~chees~~	kites tops	immediately quickly	soon ~~never~~	lake ocean	river ~~mountain~~
palace building	house ~~umbrella~~	sheep skunk	bear ~~flames~~	hour ~~usually~~	minute day
roof window	~~marsh~~ floor	silver ~~bother~~	gold copper	~~warn~~ happy	cheerful delighted
supper ~~cold~~	dinner breakfast	cousin uncle	brother ~~travel~~	stockings dresses	~~clocks~~ shoes
~~jelly~~ apples	oranges peaches	morning ~~bundle~~	night evening	whisper shout	speak ~~sleep~~
fruit flowers	vegetables ~~ribbon~~	cup dish	~~flash~~ glass	twelve ~~heavy~~	seven hundred
table chair	~~grandfather~~ desk	bread cookies	cake ~~stone~~	sunny ~~important~~	rainy cloudy
women children	people ~~violets~~	train airplane	bus ~~point~~	year week	~~prince~~ month
~~free~~ trudge	walk run	chicken rooster	~~bicycle~~ hen	trunk leaves	bark ~~yard~~

Purpose

To give pupils practice in using two sounds of *y* to read words that have not been previously introduced in the readers.

New Words from the Readers

earth, majesty, dry

Directions

First read everything that is printed above the first line across the page. Then do what you are told to do in each box below the line.

Page 104

Sounds of *y*

The letter *y* is sometimes used as a **vowel**. It may stand for the long *i* sound as it does in **dry** and **why**, and sometimes it stands for the sound you hear at the end of **majesty**, **lady**, and **baby**.

In the sentences below, the words in heavy black letters may be new to you. Use one of the sounds of *y* and of other letters in each word to decide on a word that makes sense there.

Draw a line under the best answer to each question.

"This is no day for a picnic," said Mother. "The **sky** is covered with clouds, and it looks as if it might rain any minute."

Where was the sun that day?
behind the clouds in the river

Tom and his father went fishing in Green River. They caught five fine big fish.

Then Tom said, "I'm hungry."

"So am I," said his father. "Let's fry one of these fish and eat it."

What would they have to build before they could fry the fish?

a tent a river a fire

"I'd be glad to see it rain hard," said Farmer Gray. "The earth in my garden is too dry, and the roads are **dusty**."

Why were the roads dusty?

They were so dry.

They were so wet.

They were so rainy.

When words **rhyme**, they sound alike at the end. In these lines, the last words in the lines rhyme.

I caught a little fox,

And I put him in a box.

Which of these words rhymes with **heard**?

bear bird earth

Janet had Cloudy's dinner ready. She went to the door and called, "Come, Cloudy! Come, **kitty**, kitty!" Immediately Cloudy came running to her.

What was Cloudy?

a cat a puppy a lamb

When young Prince Creampuff began to cry, his servants would say, "Please, your majesty! Don't cry! If your father, King Puffball, hears you, he'll be **cranky** all day long."

How did the servants think King Puffball would act if he heard the little prince cry?

happy merry cross

Purpose

To give pupils practice in reading words made by adding the suffix *ful* to words in their reading vocabulary.

New Words from the Reader

fox, wolf, barbecue, corn, roast, taste

Directions

First read everything that is above the first line across the page. Think about what you have read there as you do what you are told to do on the rest of the page.

The Ending *ful*

Page 105

The ending *ful* added to the word *use* makes the word *useful*. The ending *ful* sounds very much like the word *full*, and sometimes it means about the same as *full*.

Draw a line under the correct answer to each question.

Mrs. Brown said, "My neighbor, Mrs. Field, is one of the kindest people I know. She always thinks of things to do for other people."

What kind of lady was Mrs. Field?

thoughtful frightful harmful

As Farmer Brown drove along the road near his farm in a truck, he saw a man who needed help. His car was deep in the mud. Farmer Brown tried to pull the car out with his truck, but he couldn't.

"I'll get my tractor," he said. "It is more powerful than the truck."

Which word means *powerful*?
beautiful thankful strong

Sally's mother said, "What a good girl you have been today! I had so many things to do. I never could have done them all unless you had helped me."

What word tells best what Sally had been that day?

beautiful helpful thankful

Mr. Fox was very thankful that he had come to Mr. Wolf's party.

A pig was roasting over an open fire and corn roasting in the fire. What kind of party was it?

a birthday party a barbecue
a children's party

The cook wanted to taste the dressing for the barbecue to make sure there was enough salt in it.

About how much of the barbecue dressing would he need to taste?

a pailful a jarful
less than a mouthful

Mother sent Bob to the garden to gather enough corn for the family to eat at dinner.

How much corn should Bob pick?
a truckful an armful a handful

Mr. Green said, "Mr. Banks just brought me enough stones to build a big fireplace in the back yard."

About how many stones must Mr. Banks have brought?

a handful a truckful an armful

Purpose

To give pupils practice in identifying words that contain silent letters as well as other words which can be identified by the use of context and phonetic clues.

New Words from the Reader

No new words

New Words Not from the Reader

bee, stung, plate. Pupils should be able to identify these words by using context and phonetic clues.

Directions

Notice that the page is divided into three sections. First read what is printed in the first section above the first line across the page. Next read the second section coming right under the first line across the page. Do what you are told to do there. Then read everything at the bottom of the page and follow the direction you will find there. If you come to a word you do not know, use the sense of what you are reading and the sound the word begins with to help you decide what that word is.

Page 106

Some Silent Letters

You know that there are silent letters in some words. When you say **know**, **knew**, **knock**, you hear only the sound of **n** at the beginning of each of those words. The **k** is silent. Whenever you see a word that begins with **kn**, you know that it begins with the sound of **n**.

In **write** and **wrong**, the **w** is silent. When you see **wr** at the beginning of a word, you know that it begins with the sound of **r**.

In the sentences which follow, use what you have just read about silent letters to help you read any words which may be new to you.

Sally, Betty, and Ann went for a walk in the woods. Sally fell and scratched her knee. Ann reached into some water to get a pretty white rock, and she scratched her knuckles on a can that someone had thrown there. A bee stung Betty on her wrist.

When the girls got home, their mothers wrapped up their hurts in clean white cloth.

This picture shows the girls telling a friend what happened. Put **A** on Sally. Put **B** on Betty. Put **C** on Ann.



Some words have silent letters in the middle. The letter **t** is silent in **often**, **listen**, **whistle**.

Sometimes the letter **b** is silent at the end of a word as in **climb** and **lamb**.

Draw a line under the best answer to each question.

Mrs. Green **bustled** about her kitchen. She was having company for dinner and she had many things to do.

How was Mrs. Green moving?
quickly slowly sleepily

Tom said, "I really liked that piece of cake. I didn't leave one **crumb** on the plate."

How much of that piece of cake did Tom eat?
 just a taste all of it half of it

Purpose

To give pupils practice in deciding on the main idea of a short selection; to give practice in identifying words by use of context and phonetic clues.

New Words from the Reader

bit, forth, sick, fork, meat, scene, person

New Words Not from the Reader

knife, spoon, crumbs, plate. Crumbs and plate have

been used on the previous page and the pupils should be able to identify *knife* and *spoon* by the use of context and phonetic clues.

Directions

Read all that is printed in each part of this page and do just what you are told to do there. If you come to a word you do not know, use the sense of what you are reading and the sound the word begins with to help you decide what that word is.

Finding the Right Picture

Page 107

When Betty was setting the table she asked her mother how much silver should be put at each place.

"Each person will need a fork, a knife and two spoons," replied her mother.

Put X on the place that is set just as Betty's mother told her to do it.



One night Mrs. Brown cut a big cake into just enough pieces for the family.

"I won't have any, thank you," said Bill.

"Are you sick?" asked his mother. "You ate only a little bit of your meat."

Bill said, "I had cookies at John's house after school. Next I had some peanuts and popcorn at Tommy's, and then Uncle Jack bought ice cream for us."

"I'll take Bill's piece," said Bob.

So when dinner was over, only crumbs were left on the cake plate.

Put A on the picture that shows how the cake plate looked when dinner was over.

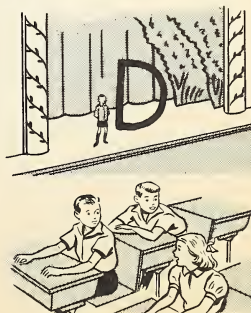


One day Dick was walking back and forth on the porch, talking to himself.

"What are you doing?" asked his mother.

"I'm just saying my part in the play over and over," said Dick. "In one scene I'm the only person on the stage and if I forget anything, there will be no one to help me."

Put D on the picture that shows where he will be standing when the play is given.





Use after page 307 of *Looking Ahead*.

Purpose

To check pupils' ability to recognize, without the aid of context clues, thirty words introduced on pages 257 through 284 of *Looking Ahead*.

Directions

In each box, draw a line under the word that I say. I'll begin with the first box and go across the row.

Give pupils any help needed in keeping the place.

First Row: smoke, alarm, flames, spread, usually

Second Row: rich, servant, umbrella, block, mountain

Third Row: palace, immediately, prince, dry, majesty

Fourth Row: earth, cloud, river, barbecue, fox

Fifth Row: wolf, corn, roast, taste, forth

Sixth Row: sick, fork, meat, scene, person

Words You Should Know

smart <u>smoke</u> smell	along almost <u>alarm</u>	<u>flames</u> flashes flies	spring <u>spread</u> speak	using uncle <u>usually</u>
rock <u>rich</u> reach	several <u>servant</u> serious	usual useful <u>umbrella</u>	<u>block</u> black broke	motorman <u>mountain</u> morning
<u>palace</u> place police	imagine importantly <u>immediately</u>	printing <u>prince</u> princess	try cry <u>dry</u>	magic <u>majesty</u> mighty
earned early <u>earth</u>	clock <u>cloud</u> climb	rider <u>river</u> ribbon	beautiful bakery <u>barbecue</u>	<u>fox</u> fog for
woke <u>wolf</u> wool	<u>corn</u> course corner	road roost <u>roast</u>	tease <u>taste</u> tears	for found <u>forth</u>
stick sign <u>sick</u>	forth <u>fork</u> fox	mean meal <u>meat</u>	<u>scene</u> scold scratch	people perhaps <u>person</u>

Purpose

This page and the three which follow constitute a general summing-up of various reading skills taught in this workbook. This page tests the pupils' ability to recognize and use the meaning of 150 words already introduced in the vocabulary of the reader.

Directions

Read everything on this page and do each thing that you are told to do. Notice that there are different directions for the two parts at the bottom of the page.

Finding the Right Answers

Page 109

Draw a line under every right answer to each question.

Which words name parts of a house?

roof wall steps wand stairs bridge kitchen

Which words name things a person could eat?

meat corn clock toast potatoes jelly grapes ground

Which words name things worn as clothes?

coat tire tie shelf shoes stockings stove dress

Which words name animals?

wool wolf fox music mule meal sheep lamp lamb

Which words name ways you could feel?

attention anxious comfortable proud promise ashamed cheerful

Which words name things that usually taste sweet?

salt sugar jelly candy cookie pie potato cake

Which words name things that grow in gardens?

potatoes mules flowers vegetables corn stones grapes

In each line draw a ring around the word that means **about the same** as the first word in the line.

smart silly strong clever
right wrong correct mistake
replied asked answered called
delight travel bother please
rush wait hurry trust
gift danger present umbrella
usually often never once
speak taste wander talk
arrive leave stay come
sea river ocean marsh
maybe certainly surely perhaps

In each line draw a ring around the word that means **the opposite** of the first word in the line.

dry soft wet smoky
rich poor comfortable polite
heavy strong light steep
won returned lost received
rainy stormy sunny wet
lose miss disappear find
worse bad better sweeter
continue behave stop strike
ashamed sorry proud pretty
receive remember give get
clear clean muddy bright

Purpose

This page tests pupils' grasp of the vowel sounds and ability to determine the number of syllables in familiar words.

Directions

Read everything on this page and follow the directions that you will find here.

Page 110

Vowel Sounds and Syllables

In each line draw a line under every word in which you hear the same vowel sound that you hear in the first word in the line.

teeth meat great scene earth heel speak bear meet free
state taste great rang age trade train chase cash nails
stride wick sight dry rich life pile shine thick tight
stone coat lose wore rock smoke roast chose scold proud
fruit mud mule bugs suit use busy rush refuse trudge
desk edge tease expect pen bent meal held yet shelf
bit sick prince rich quite rid trip inn visit wild
plan cash lamp wall patch act hard warm crack pack
nod rock shop scold lost drop job woke lot oil block
trust rush cloud hung mud trudge built bugs fruit butt
book wood shook noon wool cook rooster look stool foot
school noon wood stool door food room book soon poor point
oil boy noise built point voice fruit toy enjoy main
crowd cowslips cloud toward clown owl proud pour drown
marsh forth mark alarm yard smart square clear Nardy horn

After each word write the number of syllables which you hear as you say that word.

mountain - 2 -	completely - 3 -	continue - 3 -	minute - 2 -
river - 2 -	alarm - 2 -	mistake - 2 -	direction - 3 -
unless - 2 -	order - 2 -	discover - 3 -	born - 1 -
roof - 1 -	barbecue - 3 -	bother - 2 -	copper - 2 -
worse - 1 -	palace - 2 -	delight - 2 -	umbrella - 3 -
flames - 1 -	partner - 2 -	servant - 2 -	disappear - 3 -
example - 3 -	square - 1 -	either - 2 -	refuse - 2 -
attention - 3 -	habit - 2 -	appear - 2 -	happiness - 3 -

Purpose

To test pupils' ability to read for general significance of a paragraph and to read for details.

Directions

First read everything that is printed above the line and do what you are told to do there. Then read the rest of the page and follow the direction you will find at the bottom.

Reading for Meaning

Page 111

Draw a line under the correct answer to each question.

Rain started falling early in the morning and continued all through the day. As people hurried along the streets, the wind blew their hats off and sometimes turned an umbrella inside out.

What kind of day was it?

snowy sunny stormy

Mr. Brown spent all day trying to make a table, but things went wrong. He cut one finger with the saw. He hit another finger when he was driving a nail. Then he found he didn't have enough wood for the fourth leg of the table.

What kind of day did he have?

lucky unlucky delightful

Mrs. Field said to her son Dick, "It's much too nice a day for you to play in here. Put your toys away and go out in the sunshine."

Where did Mrs. Field want Dick to play?

in the house in the toy box
in the yard

One Saturday morning, Jack worked in the garden for two hours and then went to the store for his mother. After he ate, he gathered up all the papers from the yard and cut the grass. Then his father sent him to the store for nails.

What kind of day did Jack have?

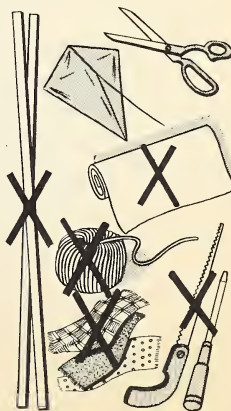
busy restful cloudy

Tommy was starting to make a kite. He found two long flat pieces of wood in his father's workshop. They were too long, but Tommy would use his saw to cut them.

Tommy's mother gave him a ball of string and a roll of paper. She also gave him some rags for the tail of the kite.

Tommy put all the things he was going to use on his father's worktable. Then he said to himself, "I must get a pair of scissors to cut the paper and string."

Put X on each picture of something that Tommy put on the worktable.





000013286836

Purpose

To test pupils' ability to visualize a situation and make a judgment about it; to test ability to figure out a strange word by using context and phonetic clues. Page 109 through 112 should give you a good picture of your pupils' individual and group strengths and weaknesses.

Directions

The sentence at the top of the page tells you what you are to do as you read first the top half of the page and then the bottom half of the page. If you come to a word you do not know, use the meaning of the other words and what you know about the sounds of letters to help you decide what that word is.

Page 112

Finding the Right Answers

Draw a line under the correct answer to each question.

One night, the lighthouse keeper lighted the lamp. A few hours later he looked out and saw that a thick fog had covered the ocean.

What should he do then?

start the foghorn worry
put out the lamp

When Jack started for school the sun was shining, but before school closed, it was raining very hard. Jack had to run home through the rain. When he reached home he was wet from head to foot.

What should Jack do then?

put on dry clothes eat supper
sit down and cry

One morning Jack Brown said, "I think I hear a bird in the house."

"I hear it too," said Mr. Brown. "Let's search for it."

Before long they found a small frightened bird in the fireplace.

"It's a chimney swift, too young to fly," said Mr. Brown.

"That's a funny name," said Jack.

"Not so funny," said Mr. Brown. "Chimney swifts build their nests in chimneys and they can fly more swiftly than most other birds can."

One afternoon, Dick was reading. The sun dropped lower and lower, until it set. There wasn't enough light for Dick to read, but he wanted to finish his story.

What should Dick do?

stop reading get another book
turn on the light

As Mr. Brown was walking along the street, he saw flames coming out of the roof of a house. He ran up and rang the bell, but no one was home.

What should he do next?

watch the fire go along home
turn in the fire alarm

"Did it fall out of a nest?" asked Jack.

"I don't think so," said Mr. Brown. "Swifts this big usually cling to the wall of the chimney."

"We will have to feed bugs to it until it's strong enough to fly."

Which word means **swiftly**?

slowly loudly fast

What does **cling** mean?

let go fly hold on

Which is a **chimney** part of?

a chair a coat a house

ANALYSIS OF LESSONS

Lessons in word analysis:

Review of initial consonants, consonant blends, and speech consonants:

Pages 3, 4

Identifying new words by use of context, picture, or phonetic clues or any combination of these:

Pages 5, 19, 30, 34, 36, 43, 50, 55, 56, 62, 63, 64, 72, 73, 74, 81, 92, 94, 95, 96, 98, 104, 105, 106

Substitution of initial or final elements:

Pages 13, 14, 31, 35, 43, 55, 56, 62, 94

Formation of structural compounds, including compounds and contractions:

Pages 17, 28, 51, 80, 97, 100, 105

Recognizing different sounds of certain consonants:

Page 52: Hard and soft c

Page 53: Hard and soft g

Recognition of syllables:

Pages 76, 84, 100, 101

Vowel Sounds:

- Page 6: Short a and short e*
19: Long and short vowel sounds
32: Sounds of *oo* and *ow*
33: Long *a* and long *o*
37: Sounds of *a* followed by *r*
63: Sound of *oi*
64: Long and short *i*
72: Long and short *o*
73: Long and short *u*
74: *e, i, u*, followed by *r*
75: Sounds of *a* and *e*
81: Two sounds of *y*
91: Sounds of *i, o, and u*
92: Sounds of *ow*
95: Sound of *ew*
96: *oi, ew, aw, ow*
98: *aw*
104: Sounds of *y*

Reading for various purposes:

Choosing words to fit context:

Pages 8, 21, 25, 47, 64, 77

Getting the main idea:

Pages 18, 40, 60, 69, 83, 88

Recognizing similar and different meanings:

Pages 2, 8, 20, 24, 42, 57, 70

Reading for details:

Pages 1, 7, 10, 15, 23, 27, 39, 41, 44, 46, 59, 61, 78, 79, 86, 99

Finding answer to a question:

Pages 12, 22, 68

Determining sequence:

Pages 15, 45

Recognizing classifications:

Pages 2, 16, 85, 103

Making judgments:

Pages 49, 71, 88, 90

Understanding figurative language:

Pages 65, 66

Using context to learn the meaning of a strange word:

Pages 28, 37

Tests:

Vocabulary Tests:

Page 11. Tests words introduced through page 24 of Looking Ahead.

26. Tests words introduced on pages 28 through 50 of **Looking Ahead**.

29. Tests words introduced on pages 50 through 68 of **Looking Ahead**.

48. Tests words introduced on pages 70 through 112 of **Looking Ahead**.

58. Tests words introduced on pages 113 through 140 of **Looking Ahead**.

67. Tests words introduced on pages 143 through 161 of **Looking Ahead**.

82. Tests words introduced on pages 161 through 194 of **Looking Ahead**.

89. Tests words introduced on pages 213 through 230 of **Looking Ahead**.

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